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THE MADRAS UNIVERSITY AND ITS AFFILIATED COLLEGES.

At the meeting of the Senate of the Madras University, held on 19th March, it was unanimously resolved to appoint a representative Committee to deal fully with the question of the relations of the affiliated colleges to the University and to submit a report to the Senate. It will be within the recollection of our readers, that in November last the Senate by a majority of two votes rescinded the by-law, which compelled candidates, who had failed at one or more branches of the B. A. examination, to attend an affiliated college for two terms (one year) before re-appearing for examination. This action on the part of the Senate gave rise to a number of letters, which made their appearance in the local journals. Among the writers were several Fellows of the University, resident in the mofussil, and they pointed out in connection with this matter, that questions like the one regarding the attendance of failed B. A.'s, which vitally affected mofussil colleges, were abjudicated upon by the Senate under circumstances which, to all intents and purposes, precluded the mofussil Fellows, who might be taken as the repre-

sentatives of mofussil colleges, from having any voice in the decision on such questions. The evident desire of the mofussil Fellows was to obtain for themselves and for mofussil colleges a share in the management of University affairs. As distance from Madras was the only reason, which precluded mofussil Fellows from exercising their right to take part in the deliberations of the Senate, their grievance was generally admitted to be a real one; while the contention that mofussil colleges in some way or other should be accorded a voice in the management of the University, of which they formed so important a portion, was similarly admitted to be a just one.

From the above account of the occurrences which preceded the formation of the committee, referred to at the commencement of this article, the impression has undoubtedly got about that the chief duty of the committee will consist of submitting proposals to the Senate for remedying the grievance of the mofussil Fellows, and for satisfying the contention of the mofussil colleges. The scope however of the committee labours will be very much more extended than this and will include the submission of proposals for bringing the affiliated colleges into closer relations with and more under the supervision of the University, and for enabling the University to exercise some kind of control over the physical and moral well-being of its undergraduates. The Hon'ble Dr. Duncan who moved the appointment of the committee pointed out that he had addressed the Syndicate on this subject in October last, that is, before the mofussil Fellows and the mofussil colleges had had their connection with the University publicly discussed, but we feel sure that the sympathetic reception which his proposition received at the hands of a large meeting of the Senate was due in great measure to the course which University events had taken during previous months.

As matters stand at present, the connection outside the examination room between the University and its affiliated colleges is extremely meagre. Before an institution can be affiliated to the Madras University the Syndicate must be satisfied with the sufficiency of the building accommodation (and sanitary arrangements), furniture and appliances, provided or proposed to be provided, and of the staff, employed or proposed to be employed. The syndicate must approve of the terms, which the institution intends to keep,

and must be supplied with information so as to allow of its judging of the financial stability of the institution. The Syndicate also has the power of revising the list of affiliated institutions once in three years, and in the event of an institution changing its course of instruction or ceasing to possess the means of educating up to the prescribed standard, the Syndicate may, with the sanction of the Governor in Council, withdraw the privilege of affiliation. Over and above this, the control of the University is limited to requiring candidates before appearance at its examinations to produce certificates of attendance at affiliated institutions in certain prescribed forms. The certificates required from students of affiliated arts colleges include the clause stating that the student's "progress and conduct have been satisfactory," but those required from students of other affiliated colleges include no such clause though a general condition is attached to the effect that certificates "shall not be granted unless the candidate has given satisfaction to the authorities responsible for granting the certificates."

It is to be hoped that the claims of mofussil Fellows to be allowed opportunities of taking part in the administration of the University, from doing which they are now prevented by distance, will be duly considered. Art. IX. of the Act of Incorporation (Act No. XXVII. of 1857) lays down that "all questions which shall come before the Chancellor, Vice-Chancellor, and Fellows shall be decided at a meeting of the Senate by the majority of the members present." It is necessary therefore that a Fellow, in order to record his vote, must be present at the Senate meeting. The plan, suggested by several correspondents, of holding the meetings during the Christmas and other vacations is, we fear, impracticable, for if adopted, it would cause considerable delay in the disposal of the various questions with which the Senate has to deal, and besides it would [illegible]t be a complete remedy. Some Fellows live at a distance great [illegible]h to render the expense of a journey to Madras and back pro[illegible] and the financial condition of the University is not likely [illegible]n such a flourishing condition as to enable travelling [illegible]e disbursed to Fellows residing in the mofussil. As [illegible]e, the only solution of the difficulty lies in an amend[illegible] of Incorporation, so as to enable Fellows residing [illegible] distance from Madras to record their votes by [illegible] papers on certain, if not on all, questions which

come before the Senate. The amendment of the Act lies however with the Government of India.

The complaint that affiliated colleges have not a sufficient voice in the Senate has been raised only on behalf of mofussil affiliated colleges, for the Principal or the acting Principal of the Presidency College is by Article VI. of the Act of Incorporation *ex-officio* a Fellow and the other colleges of the Presidency Town have always been, and probably always will be, sufficiently represented. The Madras Government has done its best for the mofussil affiliated colleges by recently appointing to the Senate at least one member of the staff of such institutions as were unrepresented on the governing body. This however does not appear to us to be a sufficient solution of the difficulty, for there is nothing to bind future governors to follow the good example of Sir Arthur Havelock. We consider that the Principal of every affiliated college should be *ex-officio* a Fellow. This of course would necessitate an amendment of Article VI. of the Act of Incorporation. We may remark however that very little benefit can accrue from appointing a mofussil Principal to be a Fellow, unless means are devised for allowing him to have a vote in the Senate without necessarily attending the Senate meetings.

We consider it most desirable that the Committee should submit proposals as to the control which the University should exercise over the regulations under which the affiliated colleges should be allowed to work. It appears to us that no affiliated college should be permitted to work under a regulation or a set of regulations of which the University has no cognisance and about the adoption of which the University was not consulted. The state of affairs in connection with the Madras Law College, which was brought to light at the adjourned meeting of the Senate on the 25th March, seems to point to the fact that the University has practically no control worth the name over the regulations of its affiliated colleges. The details of this matter will be found in a subsequent article. In the speech in which he proposed the formation of the Committee, the Hon'ble Dr. Duncan laid stress on the want of uniformity in the keeping of terms. This appears to us to be only one of the defects which has risen from the present ineffective control exercised by the University over its affiliated colleges.

While the Educational Department has instituted a system of "recognition" in the case of schools and can consequently ex

cise a certain amount of control over the internal discipline of such institutions, the University practically does not concern itself with the discipline of its affiliated colleges. Of course, in Government colleges the Departmental rules are enforced and they appear to be sufficient, and in aided colleges possibly the Department can enforce certain disciplinary measures, but in unaided colleges, there is absolutely no guarantee that discipline is properly maintained. Each institution appears to have its own rules and its own ideas as to how these rules should be enforced. The popular impression is that the rules are in many cases lax and their enforcement more so. It would raise the estimation in which collegiate education is held and would be beneficial to the students undergoing such education, were the University to insist as a condition of affiliation on certain disciplinary rules being observed in every affiliated college, whether Government, aided or unaided. The Committee, which has been appointed, contains members who have had varied experience of colleges and it should not have much difficulty in framing a set of rules, which will be acceptable to the members of the Senate.

The majority of affiliated colleges do not concern themselves with their students out of hours. The students may live anywhere and anyhow, so long as they attend college on a certain number of days. In connection with some institutions, notably the Madras Christian College, hostels have been established but they only partly remedy the obvious evils which the present system engenders. The Committee will have to consider the question of compelling students, who do not live with their parents, guardians or relations within a certain degree of kinship, to reside in hostels or in licensed lodging-houses. The system no doubt works well at Oxford and Cambridge, but its adaptability to Indian conditions will need very careful consideration. There is a class of student, chiefly Brahman, who is supported by his fellow-castemen, who take it in turn day by day to provide him with meals and other necessaries of life. How is this class to be dealt with ? Again how is the University to compel affiliated colleges to exercise efficient control over the hostels and licensed lodging-houses ? And yet again how are caste prejudices to be respected ? We have had some experience of a hostel and can foresee many difficulties but the Committee includes a large number of native gentlemen and they will no doubt consider the question in all its aspects.

At present, the Madras University has nothing to do with physical training and some of the speakers at the Senate meeting seemed dissatisfied with this state of affairs. We are not aware that the London University has anything to do with the physical training of its undergraduates and the Universities of Oxford and Cambridge differ but little from the London University in this respect. No doubt it will be said that physical training in England does not require any stimulus from a University. It will be better, we think, to exclude physical training from the operations of the Madras University and to leave it in the hands of private bodies.

Lastly comes the financial connection between the University and its affiliated colleges. It is suggested that the affiliated colleges should contribute towards the expenses of the University and one speaker, possibly more liberal than his colleagues, thought that Fellows should pay a subscription towards the University funds. At Oxford and Cambridge, the Colleges pay contributions to the University chest and there is no reason why affiliated colleges in Madras should not be subjected to similar taxation.

In concluding this article, we may suggest that the legal gentlemen on the committee should carefully consider the Act of Incorporation so as to advise their colleagues on those points on which the Committee is inclined to suggest changes, the adoption of which would be *ultra vires*. The Act was drawn upon the supposition that the University would be purely an examining body and legal difficulties may arise should the University attempt to go beyond the sphere of usefulness contemplated by the Act.

PUBLIC INSTRUCTION IN THE PUNJAB DURING 1895-96.

The following table exhibits the state of education during 1895-96 in what is probably the most interesting of the provinces of India :—

		No. of Institutions.	*No. of Scholars.*
PUBLIC INSTITUTIONS FOR MALES.			
Arts Colleges	English ...	8 ...	998
	Oriental ...	1 ...	72
Medical College		1 ...	228
High Schools		71 ...	21,323
Middle Schools		225 ...	34,646
Primary Schools		2,468 ...	109,852
Training Schools		6 ...	344
Other Schools for Special Instruction...		9 ...	1,362
Total ...		2,789 ...	168,825

	No. of Institutions.	No. of Scholars.
PUBLIC INSTITUTIONS FOR FEMALES.		
High Schools	8 ...	716
Middle Schools	23 ...	1,713
Primary Schools	328 ...	11,065
Schools for Special Instruction... ...	1 ...	36
Total ...	360	13,530
Total for Public Institutions ...	3,149 ...	182,355
PRIVATE INSTITUTIONS.		
For males	4,869 ...	74,064
For females	645 ...	9,196
	5,514	83,260
Grand total ...	8,663	265,615

There was an increase during the year of 2·6 per cent. in the number of scholars attending educational institutions of all classes, and of 3 and 2 per cent. in the numbers attending Public and Private institutions respectively. Public Institutions increased by 27 while Private Institutions decreased by 6. The male scholars were 14·37 per cent. of the boys of school-going age while only 1·58 per cent. of the girls of this age received instruction. Taking the Madras Presidency for the purpose of comparison, the Punjab figures are remarkably low. In the Southern Presidency the percentage of boys varied during the same year from 30·1 in the West Coast Districts to 21·2 in the Inland Districts, while the percentage of girls varied from 7·6 in the West Coast Districts to 2·5 in the Ceded Districts. One of the paragraphs in the report before us gives the percentage of boys, worked out for the various districtsof the Punjab. Simla with its large European element stands first with 37·9 per cent., Amritsar is next with 17 per cent. and seventeen other districts have over 10 per cent. Twelve districts are shown as having less than 10 per cent., Kohat being at the bottom with 5·3 per cent.

The classification of scholars according to race or creed is instructive in that it shows that the proportion of Hindu to Muhammadan scholars increases as the standard of instruction rises. This may be seen from the following tabular statement :—

	Hindus.	Muhammadans.	Proportion.
Scholars attending Private Institutions	25,281	57,294	[illegible]
Do. do. Public Institutions	104,465	72,648	[illegible]
Grand Total ...	129,746	129,942	1 : 1

	Hindus.	Muhammadans.	Proportion.
Scholars attending Special Institutions	987	744	———
Do. Do. Primary Schools	66,496	52,602	1·26 : 1
Do. Do. Secondary Schools	36,004	19,032	1·9 : 1
Do. Do. Colleges (Arts and Medicine) ...	978	270	3·6 : 1

There were only five Europeans and Eurasians undergoing University Education 2 in Arts and 3 in Medicine, the total number under instruction being 2371. The Native Christian Community furnished during 1895-96 only 2,063 scholars to Public Institutions and about the same number to Private Institutions.

As regards University education, the results of the Intermediate examination were about the same as in 1894-95. In the B.A. Degree examination there was a marked improvement, 113 candidates having passed out of 260 against 74 out of 204 in the previous year. 21 candidates appeared for the M.A. Degree examination and 7 were successful. The eight Arts' colleges (four of which teach up to the B.A. standard) cost Rs. 1,29,645, which sum is distributed as follows :—Provincial Revenues, Rs. 44,198 ; Local Funds, Rs. 450 ; Municipal Funds, Rs. 3,108 ; Fees, Rs. 54,577 ; other sources, Rs. 27,312.

The Oriental College, Lahore, has lately come in for an undue amount of public attention by reason not only of the rumours which have been in circulation about the stability of the institution but also of the intention of another province, apparently undeterred by the result of the Punjab experiment, to try its prentice hand at the encouragement of Oriental learning. For the sake of convenience we shall notice college and school together. There were 72 students during the year in the college department and 53 in the school department, the corresponding figures for the previous year being 73 and 52. The *net* cost of the institution was slightly over Rs. 32,000. This figure includes Rs. 6,300 spent on scholarships. Of the 72 college students, 4 were reading for the M.O.L. Degree in Arabic, 2 for the M.A. Degree in Sanskrit, 4 for the B.O.L. Degree, and 9 for the Intermediate examination in Urdu. All these men, with the exception of two who failed at the Intermediate examination in Urdu, passed for the examinations for which they were preparing. The remaining 53 students were expending their energies in preparing for various "Oriental Titles Examina-

tions," the enumeration of which we shall not inflict on our readers. Their efforts at achieving titular distinction through the medium of the examination room met with varied success, the percentage of passes falling as low as 12 for one title and rising as high as 100 for four other titles.

The Medical College increased in numbers and its University results were favourable. It may be added that in six years the number of scholars has been more than doubled (106 in 1889-90, 228 in 1895-96).

The returns for Secondary education show that during the year there was an increase of 14½ per cent. in the number of scholars who have reached the Middle and High stages. Practically all the pupils in High schools and 65 per cent. of those who have reached the Middle stage learn English. The decided preference for instruction in this language is said to be a spontaneous one and the Lieut.-Governor considers that, as private enterprise in the direction of providing facilities for learning English has become so general, the increase in Anglo-Vernacular schools under public control will not be much longer necessary. His Honor has, on these grounds, issued orders for the adoption of English numerals in all official documents in most of the Civil Departments. The results at the University Entrance examination and at the Middle School examina tion were very favourable. The cost of education in Secondary sc chools rose by more than 3 per cent., but over three-fourths of the a dditional expenditure was met by fees.

Scholars in Primary schools increased by less than 2 per cent. T he examination results were about the same as in the previous year.

The Punjab had during the year 1895-96 six Normal schools wi th 344 male scholars; a Law school with 336 scholars; a Medical sc hool with 241 scholars; a Tibbya school with 109 scholars; a Ve terinary school with 88 scholars; a School of Art with 153 scholar s; and 5 Industrial schools with 471 scholars. The Tibbya school and d one of the Industrial schools were added during the year. Of the scholars 42 were females—6 at the Medical school and 36 at the n Industrial school.

…e total expenditure on education was about 30¼ lakhs, ac…nted for as follows:—Provincial Revenues, about 7½ lakhs; …al Funds, about 6½ lakhs; Municipal Funds, about 3¾ lakhs; …s, about 7¼ lakhs; the balance being made up from "All other …ces."

The Lieut.-Governor concludes his Review of the Report with the following appreciative remarks :—"Mr. Sime has held the post of Director of Public Instruction throughout Sir Dennis Fitz-patrick's term of office and His Honor cannot conclude this, his last review of an educational report, without expressing the deep obligation he owes to that officer. To a complete mastery of his work and a thorough devotion to it Mr. Sime adds those qualities of absolute impartiality, sympathy with all classes and kindness of heart which are so essential to the head of an educational department in this country, and His Honor considers that the Province is most fortunate in possessing such a Director of Public Instruction."

DEPARTMENTAL STORIES.

By "Riverside Dweller."

Diary of a Candidate for the Public Service.

1st April.—The Astrologer having calculated that 11-55 A.M. to-day was the auspicious time for the posting of my application, I waited outside the Post Office and dropped the envelope into the box punctually at that moment. What mighty results, to me at any rate, depend on the fate of that ordinary looking packet of paper! I am an F. A., who has passed all the special tests, for which a man of my educational qualifications can appear, and my ambition is to enter the Circumlocution Department, where I think I shall best be able to display my abilities. Just as Fate would have it, the Head of that Department is now advertising in the Gazette for a clerk on Rs. 15 and he says that "preference will be given to persons, who possess educational qualifications and have passed the required special tests, and who write a good hand." This suits me to the T. It is evident the money, spent on my education, and the fee of two annas, paid to the astrologer, have been well laid out.

2nd April.—My last day in my native town. I was born, b[illegible] and educated here and have never left the place. To-morr[illegible] start by train for the Presidency Town to personally urge [illegible] claims with the Head of the Circumlocution Department. My h[illegible]

rise high when I read the advertisement and think of what the astrologer told me, but they fall to Zero (Centigrade) when I contemplate the terrible dangers one is exposed to in large cities. I am taking all my clothes and books with me and also Rs. 500, wherewith to buy jewels for my wife. They can be had cheaper and better in the Presidency Town than in this remote place.

3rd April.—Left at 10 A.M. In the train met a retired Tahsildar, and he laughed very much when I told him that I based my hopes of getting the fifteen-rupee post on my educational and other qualifications and on my having rigidly observed the astrologer's instructions. He told me that all that about educational and other qualifications was put in the advertisement for the sake of appearance and he asked me what money I had brought with me. I replied Rs. 500 but that the sum was for the purchase of jewels for my wife. He said that my wife had better wait for her jewels until I had put in a year's service, when I could afford Rs. 1,000, and that I should be lucky if I got the post by expending the Rs. 500, I had with me. He very kindly gave me detailed instructions how to act, and what he told me sent down my hopes to Zero (Fahrenheit). I reached the Presidency Town at 8 P.M. and took up my residence in a hotel. The charges here are very high. The hotel man wants Rs. 7½ a month for the supply of three meals a day and an oil-bath once a week.

4th April.—Being a perfect stranger I thought it best to follow the retired Tahsildar's instructions. I accordingly went to the back entrance of the Head of the Department's compound. I dare not enter the compound but the astrologer was right and luck attended me. I had not been waiting more than half an hour when the Head's dogboy came out leading his master's two dogs. I accosted the lad and managed to ingratiate myself into his favour, and on my giving him one rupee, he promised to introduce me to the butler and other servants of the house. He told me to come to the godowns at 10 P.M. Went there at the hour named and was formally introduced to the butler and other servants. Gave them the following for promising to use their influence with their master to confer the post on me:—Butler, Rs. 10; matey, Rs. 7; cook, Rs. 5; dressing-boy, Rs. 3; cook's matey, Rs. 2. They also promised to bring me news about what the Head said about me and other candidates.

5th April.—The two peons on duty at the Head's house visited me early this morning and I gave them Rs. 5 each to speak on my behalf and to keep away other candidates. They confirm the intelligence that the Head of the Department is very much influenced by what those around him say. I have now safeguarded my interests at the Head's private house and shall begin to-morrow at th office. The retired Tahsildar told me how important this was.

6th April.—Went to the office but the peon at the gate would not let me in. Gave him Re. 1, which he returned with indignation. Increased the amount to Rs. 5 and was admitted and told to go to the Duffadar. Found this person, a fierce-looking Muhammadan, who wore a dagger, and paid him Rs. 10 to speak to the Head of the Department when he came to office and to keep a watch on the contents of his waste-paper basket. Went to the peon, whose duty it is to open the carriage door when the Head arrives. This man has special opportunities of whispering to the Head. Did a good stroke of business by giving him Rs. 5.

7th April.—Visited the "application clerk". He keeps the files of applications for vacancies and assures me that a great deal depends on which application he puts on the top of the bundle, when the Head sends for all the applications in order to fill up a vacancy. He also says that the Head is almost entirely guided by the office note, he (the application clerk) submits with the bundle of applications. I gladly gave this gentleman Rs. 50 and feel so happy that my application will be the first to catch the Head's eye when the bundle goes before him, and that the office note, which accompanies the bundle, will be in my favour.

8th April.—The butler came round this morning and said that on the previous night there had been a big dinner at his master's house, that his master had mentioned the appointment, that a guest had recommended another candidate, but that he (the butler), approaching from behind, had told his master I was the best man for the post. The Head, it seems, was much impressed but is wavering. Gave the butler another Rs. 10 to renew his efforts. In the evening the dressing boy paid me a visit and said that when he was helping his master on with his coat, he whispered my name to the Head, who smiled when he heard it. This, it appears, is one of the Head's ways.

9th April.—There is another competitor in the field, who is working through the Head's wife. He has bribed the tailor, who has recommended him to Mrs. Head of the Department and she is using her influence with her husband. The ayah has just come round and told me so. Gave the ayah Rs. 10 to use her influence with her mistress. I am determined to get the post. Butler, matey and cook came round late at night and confirmed the intelligence about the other candidate. Gave them Rs. 15 between them to push my interests with the utmost vigour which they promised me they would do.

10th April.—To-day being Sunday, I decided to try and see the office manager, Mr. Isadore D'Rozario, at his house. Accordingly went there about midday and encountered the usual difficulty about getting in. Overcame the same in the usual manner. At length found myself in Mr. D'Rozario's drawing room, in which that gentleman, attired in pygamas, was reclining in a long armchair. After making the customary obeisance and presenting him with a couple of limes, I informed him of the object of my visit. He pointed to the door and I considered that now was the time to secure Mr. D'Rozario's favour. I accordingly pulled a hundred-rupee note from my pocket and placed the same on his table. He said nothing and I was going out, when he called me back and, pointing to the note, said "What is this?" I explained. With a look of indignation, which was terrible to witness, he cried out "Young man, if you don't put down another hundred rupees, I shall have you prosecuted for trying to bribe a public officer." I was completely dumbfounded and implored him to forgive me or at any rate to wait till to-morrow. Boiling over with indignation he replied, "as a special case I shall wait till ten to-morrow morning when I shall go to office. If by that time the other hundred is not here, the law must take its course." I ran out of the house like a madman.

11th April.—I never slept a wink last night. The dread of a criminal prosecution hung over me like a pall. At nine o'clock in the morning I went to Mr. Isadore D'Rozario's house. The peon of course would not let me in under Rs. 5 but I gladly paid this. Mr. D'Rozario was at breakfast but came out at once. I handed him a hundred-rupee note, which he was pleased to accept. He then said, "Young man, as you have shown contrition for the offence

you have committed, I shall forgive you. Remember that honesty is the best policy." I thanked him for his forgiveness and he remarked; "I daresay you will work as well as anyone else and I shall do my best for you." I was overwhelmed with joy at having secured so powerful a patron.

12*th April.*—This is the last day for applications to be received for the post. I am wild with excitement. The Head will make the appointment to-day.

13*th April.*—Joy! The post brought me an official memorandum saying I had been selected for the post and ordering me to join duty as soon as possible. I have realised the goal of my ambition but my wife will have to wait for her jewels.

14*th April.*—Went to office and reported myself. Was put to work under the record keeper. Enquired of him how the appointment had been made. He told me that the following was the procedure:—On coming to office day before yesterday, which was the last day for receiving applications, the Head called for all the applications; 142 applications were taken up to him; 137 of them were from Matriculates and he rejected them. He then took the 5 remaining applications, which were from F.A.'s, mine of course being among them, and examined them carefully. He selected two F.A.'s as being the best qualified, I being one of them. The merits of these two were so equal that the Head was in a difficulty. He however chose me as I wrote the better hand.

So after all I got the appointment on my merits! I suppose one must pay for experience and my day will come.

THE MADRAS LAW COLLEGE IMBROGLIO.

In the article which opens the current number of this journal we commented on the complete absence of any control on the part of the Madras University over the regulations of its affiliated colleges and on the practical exclusion of Mofussil affiliated colleges from having any voice in the management of University affairs. The history of the recent conflict between the Madras University and the Madras Law College lends considerable force to our remarks and, if the difficulty in which the college now finds itself leads to

an improvement in the connection between the University and its affiliated institutions, the Principal, staff and students of the Madras Law College may possibly at some future date console themselves with the thought that they have not suffered in vain.

By the by-laws of the Madras University a candidate, before he can appear for the Bachelor-of-Laws examination, which is held in January of each year, must have passed the First-Examination-in-Law and must, unless specially exempted, have attended in an affiliated college courses of lectures in the prescribed subjects for three consecutive terms (half years). Before a candidate can appear for the First-Examination-in-Law, which is held in May of each year, he must have passed the B.A. Examination (which is held in January of each year) and must, unless specially exempted, have attended in an affiliated college courses of lectures in the prescribed subjects for three consecutive terms, of which one term at least must be subsequent to passing the B.A. degree. The evident intention of the Senate was to permit a candidate to appear for the B.L. Examination two years after passing the B.A. degree provided he was able to put in a year's attendance at a law college immediately previous to taking his degree in Arts. Thus, a candidate, who appeared for the B.A. degree in January 1900 and failed in one or more of the three branches of that examination, could join an affiliated law college (assuming such an institution was willing to admit him) at once. In January 1901 he could reappear for those branches of the B.A. examination, in which he had failed, and, assuming that he obtained his Arts degree, he could appear for the First-Examination-in-Law in May 1901, and if successful at that examination he could present himself for the B.L. Examination in January 1903.

The Madras Law College (which, it may be mentioned, is not at present a full-time institution but holds classes only in the mornings and evenings) has, with the sanction of the Madras Government, made the following, among other regulations.

1st. Only candidates who have passed the English and Science branches of the B. A. Examination, or the whole of the B. A. Examination, are eligible for admission.

2nd. Admissions shall be made not later than the second week of January.

As matters stand at present, the Madras Law College was well

within its right in imposing, without previous consultation with the University, the above conditions on candidates seeking admission to it, as indeed it would have been, had it ruled that only M. A.'s should be admitted. No doubt the above regulations do not run counter *in letter* to the by-laws of the University. But let us examine how these regulations work in practice. The B. A. results are not published till the middle of March, so that a candidate does not know whether he has satisfied the first of the conditions for entry mentioned above, till half of the first term of the year is over. According to the second of the conditions for entry he cannot then enter the Madras Law College, as the second week of January has long been left behind. Assuming he passes the English and Science branches of the B. A., or the whole of the B. A., he must wait till the following January before he can gain admittance to the college, and three years must at least elapse before he can appear for the B. L. Examination, assuming he is successful at the examinations for which he appears in the meanwhile. Taking the case of the imaginary candidate, already referred to, who appears for the B.A. Examination in January 1900, he would not know whether he was qualified for admission till March, 1900. Assuming he then found himself qualified, he would have to wait till January 1901 before he could be admitted to the Madras Law College. His earliest attempt at the First-Examination-in Law would be in May 1902, and in case of success he could appear for the B. L. Examination in January 1904—that is, four years after passing his B.A. Examination or the English and Science branches of that examination, in the latter case it being assumed he passed the Optional Language branch in January 1901 or January 1902.

When the Madras Law College found itself confronted with the difficulty indicated above, (which difficulty has been accentuated by a sharp fall in numbers during the current year), the University was appealed to, through the Hon'ble Mr. Justice Shephard, the syndic in Law and a member of the council of the Madras Law College, (who in the latter capacity must have had a voice in the framing of the college regulations), to alter its by-laws. It was proposed that the Frst-Examination-in-Law should be held in January of each year instead of in May and that the B. L. Examination should be held in May of each year instead of in January, the Law College undertaking, in the event of the by-laws being so

altered, to admit students, qualified for entry under the first of the conditions already mentioned in July of each year. Returning to our candidate—he would appear for the B. A. examination in January 1900 and would know whether he was eligible for entry into the College in March of the same year; if he became eligible he would have to wait till July 1900 for admission to the law classes; he could appear for the First-Examination-in-Law in January 1902 and, in case of success, for the B. L. examination in May 1903, that is, three and a half years after taking his degree in arts or passing the Language and Science branches for that degree.

No doubt had the University pocketed its pride and agreed to the proposed amendment of its by-laws, the Madras Law College would have found itself free from the difficulties, which beset it in consequence of the regulations it had adopted. The Senate, however, at a meeting held on the 25th March last emphatically declined to alter its by-laws. The majority of the Senate evidently considered that as the Madras Law College, in framing its regulations, had not consulted the Senate, the University should not put itself out to suit the convenience of its affiliated institution. The Senate seemed also to be influenced by the argument that the Trivandrum Law College, which is also affiliated to the University and which is apparently working without experiencing any difficulty in connection with the by-laws, had not been consulted about the proposed change and had practically no voice in either advocating or opposing the amendment of the by-laws.

The above narrative bears out the statement made in a previous article to the effect that the connection between the Madras University and its affiliated colleges is extremely meagre, and though we cannot but help sympathising with the Principal of the Madras Law College in the difficulty in which his college regulations have landed him and with the students, who of course are the chief sufferers, we hope that the present imbroglio will accentuate the necessity for arming the University with some sort of effectual control over its affiliated institutions and for allowing all affiliated colleges to have a voice in the management of University affairs. The public has been treated to the edifying spectacle of a University, with two colleges affiliated to it in law, being altogether ignored by one of them in the framing of its regulations and then being requested to alter its own by-laws to suit the convenience of

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that institution; the other affiliated institution in the meanwhile not being in any way considered and having practically no means of making its voice heard in the matter. Let us hope that one of the results of the appointment of the committee to consider, among other things, the relation between the University and its affiliated colleges, will be to render the recurrence of such a spectacle impossible.

THE RAJKUMAR COLLEGE AT RAJKOTE.

The publication of the late Mr. Chester Macnaughten's book, "Common Thoughts on Serious Subjects," which is a collection of his addresses delivered weekly to the pupils of the Rajkumar College at Rajkote, serves to lend interest to a brief notice of that Institution, for which the author laboured for over quarter of a century.

The Rajkumar College was formally opened on the 16th December 1870 by Sir Seymour FitzGerald, who was Governor of Bombay at the time. The foundation stone of the College building was laid on the 28th April 1868 by Colonel Anderson, Political Agent in Kathiawar. The building itself was designed and executed by Mr. R. B. Booth, Engineer to the Kathiawar Agency, and is of the Venetian-Gothic style of architecture, and was not fully completed till 1879—the total cost being $3\frac{3}{4}$ lakhs of rupees.

The commencement of this enterprise was attended with great difficulties. Education was in a very backward condition among all classes in the Kathiawar Peninsula, and the ruling Chiefs were but very slightly superior to their subjects in point of instruction. Colonel Keatinge, a well-known Political Agent in Kathiawar, originally conceived the idea of establishing a Central College for Chiefs at Rajkote, the Head-quarters of the Kathiawar Political Agency; and he did his best to induce the local chiefs to support his plan. Most of the Princes however had deep-rooted objections to sending their sons to any Central College away from their homes; and, as was to be expected, *zenana* influence was strongly exerted in favour of these objections. By dint of repeated effort the Colonel succeeded in inducing chief after chief to accede to his proposal, with the result that sufficient funds were got together to commence

'e building. Colonel Keatinge however was not in Kathia- the realisation of his favourite dream; and his successor, nderson, laid the foundation stone. The Bombay Govern- ouraged the project from the very commencement, and the or himself, as already stated, opened the College. Mr. Chester naughten was appointed the first Principal—and, after a deal of whipping up on the part of the Political officers, five pupils were obtained. Four of these came from Bhavnaggar, one of the first-class states of Kathiawar. The late Maharajah of Bhavnaggar, who died in January 1896, was at the time a minor under the tutelage of the Bombay Political Department, so he was sent to the new Rajkumar College together with three of his young dependents. It was arranged that the Rajah's younger brother, who was eleven years of age, should follow him after the first session; but when the time came for his departure, his mother, the widowed *Rani*, threatened to dash her head against a wall if he left; the Rajah had accordingly to go to college without his brother. Eventually the *Rani's* objections were overcome and she was prevailed upon to allow her second son as well to attend the Rajkumar College. The above incident furnishes an example of the initial difficulties which the authorities had to contend against; but, by dint of M aughten's strenuous exertions and his great tact, many ains, not only of Kathiawar but of the surrounding were induced to send their sons and relatives, who were s kept under the personal supervision and influence of the indefatigable Principal of the College. Many of his pupils have become Ruling Princes and the beneficent influence of his teaching, particularly in its moral aspect, is now being felt in a variety of ways; and, instead of semi-barbaric ignorant Potentates, we have enlightened Feudatory Rulers who have the good of their subjects at heart and who are cognizant of their obligations. The late Thakur Saheb of Bhavnaggar was perhaps one of the most successful pupils of the College under Mr. Macnaughten. The present Thakur Saheb of Gondal is another very successful *alumnus* of the institution, and his enlightened administration speaks volumes r Mr. Macnaughten's training. Among other pupils of the Co ge may be mentioned the Nawab of Junagarh, the Jam Sal of Jamnaggar, the Thakur Saheb of Wadhwan, the Thakur Saheb of Limbdi &c. In the neighbouring Mahi Kantha Political Agency,

the College can claim His Highness the Maharana of Id[...] descended from an offshoot of the ancient Rajput House of [...] In the Rewa Kantha Political Agency we have the [...] Lunawara and Baria as well as the late Rajah of Sunth [...] the south of the Bombay Presidency, the Nawab of Jan[...] only Habshi ruler in India, the Maharajah of Kohlapore, the [...] of Mudhol, the Nawab of Savanur, &c. And last but not the least should be mentioned, Ranjit Singh, the Prince of Cricketers.

It will thus be seen that Mr. Macnaughten numbered among his pupils the scions of the most ancient and conservative families of Western India, who but a few years previously would have been horrified by the very idea of receiving instruction from a European Master. Unfortunately Mr. Macnaughten was not blessed with vigorous health; nevertheless he struggled bravely almost to the very day of his death, which took place during the course of last year. He is universally regretted by his former pupils, and there are few educationists who have succeeded to such an extent in winning the esteem and affection of their students. His mantle has fallen on Mr. Waddington, who will doubtless worthily carry on his traditions. It will be interesting to know that on the 31st March last there were 37 students on the rolls of the College.

THE MADRAS UNIVERSITY CONVOCATION ADDRESS.

The following is the address delivered at the convocation of the Madras University, held on 26th March, by Mr. J. Cook, Principal, Central College, Bangalore.

MR. CHANCELLOR, AND GENTLEMEN,—Only once before in the annals of the University has the honour of addressing its Graduates in Convocation assembled been assigned to a member of the Senate resident outside the City of Madras. That was eighteen years ago when Bishop Caldwell, of universally revered name, stood on this platform. Your Excellency, as Chancellor, has thought fit to make a new départure this year, and assign the office to a member of the Senate from a Mofussil College. This I believe to be an index of your Excellency's interest in and sympathetic views regarding Mofussil Colleges; and I trust it may be an augury of the increased influence which these Colleges are likely to share with Madras ones in the future government of the University. Therefore I trust I may be allowed to take it upon me to convey to your Excellency, as Chancellor, on behalf of the Mofussil Colleges

[torn] thanks for the honour done them, though it be in the person [torn] does not feel equal to the eloquence that has graced this ceremo- [torn] past.

[torn] men, Graduates of the Year, as a mouthpiece of the Senate or [torn] ion, I am enjoined by the statutes of the University, to exhort you [torn] ct yourselves, now that you have been admitted as members of the [torn] rsity, in a manner worthy of the position to which you have attained. A threefold promise you have each of you given this day—none the less binding on each individually because your numbers necessitate its being made *en masse*: first a personal promise of moral conduct such as becomes members of this University: second a social promise of honorable conduct towards your immediately surrounding society and to the Empire to which we are all proud to belong: and third a professional promise—last but by no means least—that you will never deviate from the straight path in the honorable exercise of your profession by making your knowledge subservient to unworthy ends. These promises are few, and appear at first sight simple; but if analysed, they will be found to be very comprehensive. To those who have attained to your position it is unnecessary that I should spell out all that they include; your own reflections on them should suffice for that. You are to look upon them in the nature of parting injunctions given you by your *Alma Mater* as she sends you forth to struggle with a world where temptations to break them will meet you at every turn. These injunctions you have promised her to obey: and obedience to them will bring you bright reward in the future, a reward that may not be reckoned in rupees,—the reward of a clear conscience.

> " What nothing earthly gives or can destroy
> The soul's calm sunshine and the heart-felt joy
> Is virtue's prize'"

Many a man's failure in life may be traced to his breaking one or other of the seemingly simple promises you have given to-day: and the secret of many a man's success may be sought for in his strict obedience to some golden rule of life, which may be summed up in a single sentence or perhaps a homely platitude, but one which to him has acted as an inspiration. Gentlemen, whether you have attained to the Degree in Arts, or Law, or Medicine, or Engineering, or Teaching, you have completed only the first chapter of of your life's work of education. You are to be congratulated on having achieved this much, and you are to-day encouraged to persevere in the good work you have begun. It has doubtless cost you much self-denial; for the life of the t[illegible] student is, before all things, a trial of his ability to deny himself excess of those distractions which, however pleasing and legitimate would interfere with the task he has set himself to accomplish. The student in this country is not perhaps beset with the same kind of distractions as his *confrére* in a European University, where the allurements prove often too powerful for many a youth; but the distractions here, if not the same in kind, are probably no less numerous. Physically, students in this climate have

much to contend with, that those in a more bracing climate kno and it is matter for our congratulation to all of you to have withstood this physical strain. From personal experience I imag feeling of thankfulness that your Degree Examinations are over to-day in the minds of many of you with a feeling of readiness to e saying of an ancient Eastern King "of making books there is no much study is a weariness to the flesh." The feeling of weariness o after the excitement of collegiate life, is a most common and natural one. You have no longer the stimulus of your fellow-students' companionship, or of your professors' dictatorship to keep it aglow. There is perhaps no great harm in yielding to it for a short time, as we yield our wearied limbs to 'nature's sweet restorer." But there is a great danger to be guarded against. It is very apt to settle down into a permanent mental character, an intellectual inertia, a contentment with mere desultory reading. Such intellectual life reminds one of the lowest form of animal existence, where, in the absence of special organs, the fluid food passes mechanically through the general integument. To the danger of such a post-collegiate life—the analogue of protozoan vitality—our Indian graduates are in a special degree exposed. Against it you should vigilantly guard. For it is by the chapters of your intellectual life that you begin to write from to-day that the value of your diplomas will be appraised by the outside world.

This naturally leads me to invite your attention for a few minutes to a cognate matter of supreme importance to yourselves and of the deepest interest to all who believe that the success or failure of our Indian University system is intimately bound up with the future weal or woe of this great land. You are doubtless aware that there is no complaint more common, and no belief more general, than that our Indian Universities, during the first forty years of their existence now completed, have failed to fufil what was expected of them. Critics assert that our graduates have done little or no original work of a character comparable with even second or third class European productions; that the attainment of a Degree is all the intellectual ambition of Young India, and this chiefly for its mercantile value; that our students have a wonderful acquisitive power but of a very superficial kind, and that they are utterly wanting in the constructive application of their acquirements; some critics have gone so far as to say that the Indian intellect is hopelessly exhausted and effete. Of course the valre of any criticism depends on the knowledge which the critic has of the subject. When, however, we find such a discouraging view of our Indian University results for forty years taken by those qualified to judge by reason of their own education, their position and long experience of the country; when, further, we find representative Indian graduates themselves admitting that these criticisms are not mere calumnies—as Professor Sathianathan, of the Presidency College, Madras did in his excellent lecture delivered at the Imperial Institute in London in October last, and as Professor Bose, of the Presidency College, Calcutta, did more recently in his lecture of the 11th February before the Indian Section of the Society of Arts in London, it beLoves our graduates and our Univer-

sity authorities to bestir themselves to diagnose the disease and if possible to discover a remedy. It will not do to say that there is a pessimist standing round the corner of every institution ready to decry it; that critics are as common as mosquitoes in this country and are even more persistent and troublesome, ever ready to pounce on a new arrival; or that if enough mud is thrown, some of it will be sure to stick. The criticisms cannot be thus complacently dismissed. They must be faced.

In the short time at my disposal now it is impossible to treat this most important subject exhaustively. All I can do is to place before you a few thoughts that have occurred to me, in the hope that they may stimulate you to take your share in the enquiry and in doing something to remove the stigma on our educational system.

In the first place, then, does the cause lie in the *material* which we teachers have to work with? In other words, is the extreme theory—or agricultural theory as I may call it—of the Indian intellect being exhausted soil an admissible one? Though this theory has the authority of a well-known name, I do not for a moment believe that any one who has had experience of training European youths before coming to teach in this country will countersign the criticism. The elements of educational training can be reduced, in practice, to a small number of heads. Now in *Linguistic* aptitude, in *History* and other mainly memory subjects, in *Philosophising* power, and in *Mathematical* acuteness, I am confident that any teacher, with experience of both East and West, will allow that our Indian students can hold their own any day; and in several of these subjects could give our Western students points. Naturally it is different with those branches of education that are a peculiar feature of our Western civilisation, and that it should be the special mission of our Universities to transplant to Eastern soil—I mean the *Scientific*, the *Mechanical*, and the *Artistic* branches. I say naturally, because the European's education in these branches is not confined to the class-room and the laboratory; it goes on in his own home from his infancy, it goes on every day on the streets; his whole environment is crowded with opportunities of acquiring, and of stimulating, such education which is [illegible]ed to the student in this land. My own experience of Indian students in the laboratory is that they are not inferior to European, if we make allowance fro[m] [illegible] want of the mechanical influence which begins so early in the case of th[e] European [illegible] seems to be instinctive. While I decline, then, to ad[mit] any inferiority in the natural endowment of our Indian student's brains, I must next examine whether they have fair-play in after life: and whether sufficient allowance is made [illegible]en for [illegible] in the demands for original work which critics ma[ke]. Let us th[en] [illegible] to in the second place, enquire if the cause may not be to a great extent du[e] to the environment of climate, of home, and of family.

The climate is responsible for much. It stimulates the merely receptive, the passive, introspective, and the speculative cast of mental character, and depresses the active and constructive energies so necessary for original work.

of any kind. I suspect even the Meteorological Department will not be able to make any change in this though it occurs to me here to remark by the way that I do not think we should improve matters for our students by making the Degree Examinations come at the hottest instead of the coldest season, as has been more than once proposed.

The home is responsible for much. A very large proportion of our students are, in respect of their University education, solitary units in a whole family or even a whole community. When we think that less than two per thousand of the male school-going population in this Presidency gets a University education and that there is only one graduate per 8,000 of the population, we can see how many of our graduates must be bereft of that sympathy and fellow-feeling from those nearest and dearest which is a most powerful spur to intellectual activity. Time alone can work a change in this.

Family cares are responsible for a great deal. Harnessed, while in his teens, to a family yoke, the Indian graduate cannot be expected to keep pace with his European fellow, who is free from such a yoke. It is this, more than mere initial poverty, that deprives him of the learned leisure necessary for the exhibition of original work. Of the desirability, nay the necessity, for a change in this respect, I believe every graduate is convinced. It is one thing however to see a problem and quite another to solve it. The resistance of the masses arising from mere inertia and adhesion to custom for generations will have to be overcome: and at present it seems an insuperable task. But I believe that the chance will come some day; that it will come about by our graduates taking their natural place as the leaders of thought and action in the nation; and that with this change will begin the renascence of India. In my view then, the environment of our students is responsible, to a greater extent than is generally allowed, for the lack of fruit from the tree of knowledge planted by our Indian Universities.

But a third thought occurs to me. Is our University curriculum free from blame for the dearth of intellectual results? Of course this is a heading for a pamphlet, rather than a paragraph in this address; and I can only hope to indicate my ideas in a very general way. I believe it is not free from blame. From start to finish, throughout our University courses for a degree in arts, or law, or engineering or medicine, or teaching there is, I am persuaded, an excessive exercise of the merely acquisitive faculty of mind. There is too much mere passive memory work, which is by an irrefragible law followed by atrophy of the inventive or active mental powers. There is too much of the dead book and too little of the living teacher. We have gone to the opposite extreme of the early Universities, when the teacher dictated his doctrine to his students. The mischievous and [illegible] of the school, where mere memory is exercised over practical [illegible] weaving of words, the powers of observation and action being stifled, are simply prolonged in the University curriculum. The individuality of the teacher is obliterated by the divine Text-Book and the sacred Syllabus. I may give, as an illustration what I have repeatedly found.

A student may see an experimental demonstration carried out on the lecture-table, and be told that the method shown him is newer, or better, than that pictured in his text-book; but in the examination paper he will reproduce, in nine cases out of ten, not what he has seen with his eyes and heard with his ears but only what he has read in his book. It has been suggested by my friend Professor Satthianadhan, in the lecture to which I have already referred, as an explanation of the barrenness of the Indian intellectual field that the mental energy of our students has been expended, though by no means wasted, in learning the English language. Well, Macaulay saw that it would be impossible to introduce the University system into India at all except by the medium of the English language: anything else would necessitate as many universities as there are vernaculars—an obvious impossibility—and useless for opening up to the sons of India all the stores of our Western literature, science and art. Now it seems to me that if education through the English language were so exhausting to the Indian student's intellect, a similar state of things would have produced similar results in the European Universities of the middle and later ages, when Latin—a language by no means easier than English—was their universal medium of instruction, and when students were forbidden even to converse in their vernacular. That Latin was not destructive of either intellectual energy or originality is proved by the hundreds of ponderous tomes that poured from the Universities in that classic tongue, in which a Newton penned his *Principia*, a Buchanan his History, and the Scaligers and scores of others did monumental work. If the learning of a single foreign language were so mentally enfeebling, we ought to regard a polyglot waiter at an hotel as an intellectual prodigy. Almost every graduate of an English or a Scotch university acquires in addition to Latin and Greek, a sufficient knowledge of French or German or both, to enable him to study with profit at a Continental university the subject for which he has a special taste. In mastering an exact science, where every word and phrase requires attention, I believe it is a positive advantage to study it in another language, provided one has a fair knowledge of that. It is so easy to hear or read a sentence in one's native language without noting all that it implies just as one is often blind to features of familiar landscape that will strike the eye of a stranger. When the language of instruction in European
universities gradually changed [torn] m Latin to the vernaculars, it may have been
a gain to the democracy, b[torn] s an incalculable loss to the student and
the professor to be deprived of [torn] y of language and literature which had
done so much for centuries to [torn] e freedom of intercourse between the
different universities. What w[torn] European student of medicine, or
[torn] or any ot[torn] modern sciences not give to-day to
[torn] , the command of all that is being
[torn] udy. What Latin was for centuries
[torn] o the universities of India: aye
[torn] dent *en rapport* not only with all
[torn] eater universities of Britain and

the growing universities of America. I cannot help thinking that, be the cause what it may, our University curriculum is at fault when our students have to give five or six hours daily attendance on professors' lectures, when our professors have to teach more hours a day and more months a year than they would have to do in English or Scotch universities, and when after all it is to a great extent matter of uncertainty to the professors and of chance to the students whether they do well or ill at the University examinations and whether the fruits of two years' labour are realised or not. I am well aware that our Indian professors, no less than our Indian graduates, have been frequently criticised for doing little or no original work; perhaps even the agricultural theory may have been advanced in their case also. But of this I am confident that our Indian professors have not a fraction of the leisure at their command for original work that their fellows in English and Scotch universities have: and that the lack of stimulus from their example cannot but powerfully influence their students.

A fourth possible cause suggests itself. Is our collegiate system to blame for the poverty of intellectual results? This opens the way to a wide field, which it is not possible to survey but only hurriedly to cross at this time. In my view, our collegiate system wants complete reorganisation, and has much to answer for.

Unfortunately our Arts colleges, having grown out of mere schools, have remained both literally and metaphorically attached to the schools and their methods, instead of being joined to their natural head, the University. With the exception of the Presidency College, and the professional colleges for law, medicine, engineering, and teaching, all our Arts colleges are associated with a school department under the same roof and the same Principal; and both school and colleges suffer in consequence. This may have been unavoidable at the inception of the University; but it is no longer so, in these days when the railway makes little of distance. It would be a great gain to students to have to repair after Matriculation to a properly equipped college, with ample library, reading room, laboratories, and especially Residential Quarters where, those from a distance might be saved from the physical and moral mischief to which they are now exposed. The conditions of affiliation to the University ought to be made much more exacting than
they are at present; and the Colleges sho[illegible] ...subject to inspection by a
University officer. It follows of necessity [illegible] ...is closer association of the
colleges with the University would hav[illegible] ...be a mutual affair, and would
imply a proper representation of each [illegible] ...e on the governing body of the
University. In all the great unive[illegible] Europe, whose life is reckoned
by centuries and not by decades, [illegible] ...nalogy to ou[illegible] Uni...
system, where the separation of th[illegible]
complete. Our Indian collegiate a[illegible]
and experimental. Originally m[illegible]
that institution had itself only ju[illegible]
universities have undergone co[illegible]

have been in the opposite direction to that modification introduced by the University of London itself. While it has ceased to require a collegiate preparation from its candidates for degrees, our Indian universities have found the necessity of doing the reverse and of declining to follow the model. There are many things that point to the wisdom of this. For, in the first place, there seems to be now a consensus of opinion even in London that its university system has been tried and found wanting; and there has been during the past few years a powerful agitation for the conversion of its merely examining university into a teaching one, or for its replacement by a grand central Teaching University worthy of the metropolis of the empire: a proof that the divorce of the teaching from the examining function has been a failure. There are two other striking illustrations in the same direction. The institution of the Royal University of Ireland in 1880 is one. Though it bears a close analogy to our Indian system, in that its affiliated colleges, the Queen's Colleges of Dublin, Belfast, Cork, and Galway retain their independence, and are subject to the control of the University Senate only in the regulations for the Degree and Honours Examinations, yet the chief share in the conduct of the examinations and the advising of the Senate with regard to them is vested in a Board of Fellows elected by the Senate from the colleges. Another important example is the Victoria University of England—whose charter also dates from 1880. Its constitution contemplates its ultimately becoming a federation of colleges, including Owen's College, Manchester, University College, Liverpool, Yorkshire College, Leeds, the Newcastle College, and any other which by its efficiency and stability may prove worthy of affiliation. But it expressly combines the teaching and examining functi[illegible]onfers its degrees only on those who have attended a prescribed c[illegible]dy in one of its affiliated colleges. Its governors consist partly [illegible]s nominated by the Crown, and partly of representatives of the governing and teaching bodies of the colleges and of the graduates [illegible] the University; while its examinations are conducted by examiners represe[illegible]g the teaching body in conjunction with external examiners. All these facts combine to point the direction which our collegiate and University system in this country will have to take. Fewer colleges but more fully officered and equipped, freed from the encumbrance of mere school departments and in close touch with the University, would revolutionise our whole system of higher education. Our graduates would breathe a different atmosphere in their student days, and the effect would be a sturdier intellectual life to follow.

The fifth and last line of enquiry that suggests itself is, have our graduates sufficient encouragement to devote themselves to original intellectual work? By this I do not mean to enquire, as has been done repeatedly in convocation addresses, what encouragement in the way of prospective government or professional appointments, or what avenues to respectable or even lucrative employment have they to hope for after graduation? Nor do I mean to moralise upon that general incentive to all intellectual work whose

influence in East and West alike is as strong to-day as it was when Milton wrote

> "Fame is the spur that the clear spirit doth raise,
> That last infirmity of noble mind,
> To scorn delights and live laborious days."

But I refer to the more specific encouragment of post-graduate work, which has in recent years come to be considered a necessary adjunct to a University—I mean the "Endowment of Research." In this direction we have not even begun to move in Madras. The total of the various endowments for prizes and scholarships in this University does not yet amount to a single lakh; and all these have respect only to the attainment of a degree in arts or law or medicine. But in all the younger Universities of Europe and America, and even in the most conservative of the older ones, the horizon of University education and influence is no longer bounded by the mere bestowal of degrees. It has widened enormously since the Universities of India were founded in 1857. Entirely new methods of instruction and of study have appeared: these have been concurrent with the discovery of illimitable material for the application of these methods. I refer specially, though not exclusively, to the discoveries in Natural Science, which have already transformed our whole material environment, and have even changed what philosophers are pleased to call our cosmological conceptions. These have led to the conviction that there is a boundless region of discovery still remaining to be explored, filled with promise of splendid benefaction to mankind. It is meet that the Universities should be the custodians and directors of the new education as they had been for centuries of the old; that they should be the centres from which the noble altruism of Science should radiate among the nations. In Europe and America they have been made in recent years the trustees of many munificent bequests, all intended to stimulate the ardour of research in fields where the vigour of youthful application is required, and where the aid of special apparatus and laboratory equipments othewise beyond the reach of the researcher is a necessity. If such stimulus is needed in Europe and America it is tenfold more needed in India, whose peoples as a whole have yet no appreciation of the benefits brought by scientific research and discovery to the civilisation of other lands. There is no country in the world where there is so much need, there is none where there is so much scope, for the propagation of the gospel of Science, summed up in the motto of the devout Danish professor—"The Laws of Nature are the Thoughts of God." It is this gospel, even imperfectly apprehended as it is, that has for generations saved the West from those periodical devastations formerly wrought by disease, famine, and pestilence; and it is by this alone that the same dire scourges must be driven from the East.

A hopeful beginning of post-graduate research has recently been made in another of our Indian Universities, and results of good promise have been already achieved. Every Indian graduate may rest assured that the right hand of fellowship, so cordially extended by the physicists of Britain to their

young countryman from Calcutta, will be as cordially proffered to every one of them that follows in his steps.

I have endeavoured to place before you a few suggestions as to some of the changes which I believe are needed in order that our graduates may have a better chance of proving their powers for original work than they have had in the past. They are offered, not in the spirit of excuse but of encouragement, by one who would fain take an optimistic view of the future. Though I do not forget that the evolution of our European Universities has been a matter of centuries, and a function of many variables commercial, political, social, and religious, though I fear that too much has been expected from this first forty years of our Indian Universities, yet, looking at what their Universities have done for other lands even less promising than this, I cannot but believe that they will do equally great things for India, and I cannot but hope that when another cycle of forty years has run, from this Convocation rostrum some Fellow may recite the peaceful victories won by many an Indian graduate in every field of knowledge.

> "Who loves not knowledge? Who shall rail
> Against her beauty? May she mix
> With men and prosper! Who shall fix
> Her pillars? Let her work prevail."

THE ART OF HEADMASTERING.

By William K. Hill.

To be a good headmaster a man must have a master-head—that is, a head that is master of its own capacities and able to master the capacities of others. And, when we have further postulated that "head" shall be understood to include "heart" as well as "brain," we have here the whole art of headmastering. Every headmaster who fails from defective headmastering, and not from extraneous causes (such as want of endowments or insufficient plant), will be found to lack some element of the perfect headmaster's head, or some element of the comprehensive control which he should have over his school in its widest sense.

What, then, is the perfect headmaster's head?—one that can deal readily, easily and well with the needs arising out of the following manifold functions. A headmaster has first to organize his school. He must choose the members of his staff for their special capacity to give effect to his wishes, for which purpose he requires to have insight into character, and he must inspire his staff with faith in his organization.

So far he has generally, and more or less, the power of choice, and his difficulties will be in inverse ratio to the wisdom of his choice. But, having thus selected his instruments, he has next to apply them to three pieces of material over which he can exercise no selection—material of the most

stubborn, heterogeneous and intractable nature, which he must take as he finds it, deal with in the mass and estimate in the gross—first the boys, secondly the parents and lastly the governing authorities of the school.

In dealing with the boys, three results must be obtained—their natures must be controlled, their characters formed and their minds instructed. Assuming that the headmaster has little or no class-work, he will exercise no direct influence on these processes. But the indirect influence exercised on them by his personality, acting at various points of contact out of school and through the masters in school, is so great, and the colouring of the intellectual and moral tone of the school by its action in many subtle ways is so deep, that a great headmaster is perfectly justified in saying: "*Le'cole, c'est moi.*" The despotic power, which some kings have claimed, is the acknowledged right of every headmaster. For the exercise of such influence the headmaster's personality must contain these elements—force of character to inspire firmness in discipline, nobility of character to attract imitation from boys and masters, and a scholarly (but not necessarily a learned) mind, that he may know what constitutes worthy knowledge, where it is to be sought and what manner of man is fit to impart it when found. But, in dealing with these three aspects of education, he has to handle the boys both in and out of school, and for this must combine enthusiasm for intellectual training with an earnest regard for physical development, which implies that he must be, not a teacher only, but a schoolmaster—a master of the school, wherever it may be, in the class-room or the gymnasium and playing-field.

Here, in the crude conception of the man in the street, headmastering ends. As a matter of fact, this is but the elementary part of its functions. The real work begins in dealing with the parents. For first you have to catch your parent and woo his confidence in theories and methods of which he has either the most superficial understanding or no conception at all. A curious combination of credulousness and distrust, he enters your presence prepared to sacrifice his cherished convictions to your eloquence and give you a trial —for a time, till some little carelessness on the part of an assistant, or unavoidable defect in the educational means at your disposal, suddenly arouses the suspicions latent in his utter ignorance of the educational economy and converts the trusting applicant into the dissatisfied parent. To deal with this trying specimen of the *genus homo* the headmaster requires a rare combination of ready wit, shrewd common-sense, deep-rooted educational principles and unshakable resolution to stand by them *coûte que coûte.* But having wooed and won your parent, you have still to keep him satisfied, whatever may be the quality of the untrained brain and untamed heart he has brought to you to mould and make. The point of contact where this is most keenly felt is the monthly or terminal report, the management of which requires absolute fearlessness accompanied by infinite tact, an utter disregard of £. s. d. combined with a large-hearted sympathy for the unconquerable human prejudice which cannot bear to be shown that the peerless household swan is, after all, but a very ordinary goose.

contact is with the individual parent. The parentage ...ass at those public functions which serve to connect the ...nosphere with the social life of the neighbourhood that supplies —the annual concert, the athletic sports, the prize-day and the ...s entertainment. To fill aright his place in these vital functions of ...cholastic economy a headmaster must possess the genial *bonhomie*, the *sangfroid* and *savoir faire* of a travelled man of the world and, for the forensic items, if not eloquence, at least a ready wit and capacity for direct and sensible expression. Nor will any of these functions "go off" with smoothness and *éclat* unless he either has himself, or can command in some member of his staff, the gifts of dogged perseverance, ready resource and far-seeing organization.

Assuming, then, a capacity for dealing with the boys on the one hand and the parents on the other, the headmaster has still—like the thoroughbred hunter—to perform his daily feats of agility under the weight of a rider firmly seated upon the back of his intelligence—the governing body. And he cannot, like the spurred and weary animal, occasionally relieve his feelings by tossing this incubus into the ditch. The various kinds of governing body may be grouped roughly into three classes—scholastic tradesmen, scholastic vestrymen and educationists. All three will drive him alike with the whip of numbers and measure him by the same noble standard. Let him but keep up the numbers of the school and all is well. Yet his life under each will be a very different one. Under the tradesman governor the balance of his numerical account must always be on the creditor side, or his intellectual withers will be wrung for every dividend lost and the stability of his tenure will rise and fall with the balance of the school numbers. To run under such a saddle and break neither limb nor heart a headmaster must possess a soul strong as death and steadfast as the stars. Under the vestryman governor he must be content to work with a staff nominated by non-scholastic influence and elected by dubious canvassing and plutocratic interest. To work under such conditions a headmaster must be willing to subscribe to the doctrine of choice in evils and be magnanimously satisfied with winnowing a little grain out of an infinite deal of chaff. Only under the educationist governing body may he possess his soul in peace and, though necessarily judged by the school numbers, be sure of credit for intelligent education, sympathetic encouragement in difficulty and kindly consideration when the "slings and arrows of outrageous fortune" hurtle against his educational armour of proof.

These, then, are the manifold qualifications of the good headmaster This is the multiplex constitution of the true headmaster's head. So manifold are the qualifications that one is tempted to exclaim :—These are the characteristics of the perfect manhood to which no man can attain. But they are in reality only the common essentials of a broad mind and a large heart. It may be laid down as an axiom of educational science that no man who is narrow-minded or selfish can be a good headmaster. But it is certain that

the functions a headmaster has to discharge are so ma[...] he requires to discharge them so various, that a great hea[...] *facto* be a great man. He may never obtain a niche in the Te[...] because the priest of that temple is Posterity and, unlike the poe[...] and musician, the headmaster leaves no written record for that grea[...] to adjudicate upon. Like that of the actor, singer and athlete, his fame with his youngest contemporary and his characteristics, superlative though they be, are stamped upon the unstable sands of human life, which the passing wings of death brush carelessly away.

Having thus dogmatically sketched the anatomy of the master-head, and freely admitting that only a great man can be a great headmaster, we may proceed to study the more or less imperfect types that do duty for the *rara avis* I have described. I put aside at once those *lusus naturae* among headmasters who exist only because of the chaos which reigns in the organization of secondary education, whereby any man may appoint himself principal of a college at his own sweet will and defraud a credulous public with teaching which is in no sense education. Among those headmasters who can claim some measure of competency there appear to be seven distinct types of master-head; but these types are, of course, often found in combination.

The least harmful of these is what I shall call the *bookish* head—the man who thinks that there is no education except *per mentem* and therefore, neglecting to encourage athletics and gymnastics, loses a full half of the educational means—the education *per corpus*. This sort of head turns out scholarship winners who go into declines either material or metaphorical, vanishing often into the seclusion of a country curacy.

Perhaps the most regrettable of all types are the two which spring from a common, but unpardonable, blunder on the part of electing committees—*i. e.*, the *muddling* and the *hermit* heads. It has long been a custom of the scholastic world to make a fetish of learning. In consequence of this many learned and estimable men have been appointed to a post they are utterly unfit for—that of headmaster—which they have sooner or later been compelled to abandon for some quiet haven in the broad bosom of the Established Church. Learning, as I have stated above, is not a necessary outfit of the master-head, provided it possesses the scholarly instinct. All that a headmaster requires in this direction is to know what true learning is and be able to single out the good teacher from among the many indifferent ones he has to deal with. Learning he can buy in the brain of an assistant and teaching he can get done for him in a similar way, but the faculty of organization he must have himself, unless he is prepared to delegate this part of his functions to a second master, in which case he is no longer a headmaster in the full sense. The man who organizes a school creates it and he is the real head of it. Governing bodies that elect a scholar pure and simple, without regard to his possessing organizing power, or in spite of his not possessing it, commit a fatal error, from the consequences of which there are only two means of salvation, and in the first case the salvation is only temporary. The

extraordinary *vis viva* of the organism called school, which has its origin in the ignorance and apathy of the average parent as to what constitutes a really first-class school, will enable it to survive the influence of a *muddling* head for an astonishing time. And rich endowments will give a school such tenacity of life, such a power of resistance to every adverse influence, that in a well endowed school the character and capacity of the head are almost negligible quantities. By the same token a great headmaster with such endowments at his back can create an almost perfect instrument of education.

But, in the case of less fortunate institutions, a head as fatal as the muddling head is the *hermit* head, which craves for the seclusion beloved of the bookworm and the scholar. This sort forgets that a school is not a monastery or its modern representative—a university. When Tom Brown goes up to Oxford he breaks away from his mother's apron-string, and his doings and misdoings are the business mainly of his tutor and the dons; but Tom Brown at school is tightly bound to his mother's apron. The head who shuts himself up in the school-garden with his "Odyssey" and "Aeneid" and, neglecting to follow up the apron-string and touch the fond heart beating above it by displaying Tom's powers as an actor in the Christmas play, or a reciter on Speech Day, neglects also to open his house and mind to the inspection of the fond heart to whom Tom is a prodigy without peer, commits a fatal blunder. Every school is a sort of permanent exhibition of the boy crop of the neighbourhood, and a headmaster who neglects to throw open the doors of the exhibition at frequent intervals flings away the first desideratum of him who has wares to sell—publicity.

Of the *small-minded* head—not an uncommon type—little need be said. He is soon detected by the small salaries and mean spirit of his assistants; the one-sided curriculum, whose inspiration is drawn either from the *Via Sacra* of pious memory or Cheapside and the Bourse; and the petty irritability, or passionate unreason, which makes him an object of secret contempt to his boys and the cause of open grumbling among his assistants. From the snares prepared for such mental insufficiency neither scholarship nor organization can deliver him, and *bonhomie* with such a man can, of course, only take the form of fulsome adulation or crafty hypocrisy.

Near akin to this, the most unworthy type is the *quarrelsome* head, whose scholarship and organization, and even surpassing teaching faculty, are utterly stultified by incessant friction with boys and assistants, not uncommonly accompained by a tyrannous use of the despotic power at his command, and frequent passages of arms with the parents on the one hand and the governors on the other. Though tolerated long for his ability, such a master-head must eventually fall a victim to the consequences of incompleteness. Dismissal is usually a safe prediction in his career.

There is also what may be described as the *non-parental* head, which, possessing most of the qualifications postulated for the master-head, fails more or less completely in the all-important function of dealing with the

parents.' Of all functions of the master-head this is the most difficult to dispense with. In fact, managing the parents is the crux of schoolmastering, and many a large—I will not say good—school has been built up by this faculty of management alone. The non-parental head fails usually from a high-strung nervous sensitiveness, which renders the vagaries of the parental " pretty Fanny's ways " intolerably worrying, or from moral weakness, which makes it the victim of parental bullying or persistence, or from a foolish lack of self-control, which yields to irritation and gives offence in perilous quarters.

Lastly, we have the saddest of all—the *colourless* head—the brilliant, even cultured mind which possesses neither force to command obedience and respect, nor judgment to distinguish mere learned lumber from true knowledge and divine wisdom, nor nobility to win affection, attract imitation and stimulate enthusiasm for the pure and good. This master-head cannot be great, lacking these elements of greatness, and his school cannot be great because his initiative springs from a poor and feeble fount.

The faculty already hinted at, which comprehends all others inherent in the great master-head, may be noted now—the faculty for estimating educational success in the gross and balancing the account of Placets and Non Placets accordingly. The failure of one promising boy, the exposure of one trusted assistant, the maddening folly of one ignorant, irritable, or malicious parent, the crass injudiciousness of one irresponsible examiner, the sorrow of one unfortunate term, or even the loss of a hundred boys, does not necessarily mark the failure of a school. The standard of the average, taken in each of these cases over as wide a period as possible, is the only true test of success, and it is characteristic of the great master-head to have the capacity for looking with calm eyes and a steady pulse upon small troubles in a small department of the scholastic economy, so as to retain that equanimity which alone can deal soberly, wisely and well with the great functions of a great organism.

Now a last word as to scholastic fame. What is the true justification of fame in the scholastic world? Not a great capacity for flogging the old Adam out of boys, not breadth of view alone, nor even nobility of character—not any single onesided development of any one of the many necessary qualifications I have detailed above. The true justification of fame as a headmaster is in the comprehensiveness, which includes all, or nearly all, the qualities postulated for the great master-head, and the balance which makes the effective use of all these qualities a possibility and a fact. In this sense, I imagine, there can be, and have been, many headmasters greater than any of the famous names whose memory still adorns the traditions of Winchester, Westminster, Eton, Harrow, Uppingham and Rugby. Such harmonious comprehensiveness may obtain in the head of the grammar school at Little Peddlington, who may be famous in fact though unknown to fame. For it is the abnormal development of one feature that attracts this capricious trumpeter of virtue, and the perfect balance of a complete nature is at once too

vast and too subtle for the comprehension. Only a great man, I repeat, can be a great headmaster. *Maxima debetur domino egregio reverentia.*—*The Journal of Education (London).*

CORRESPONDENCE.

AN AUSTRALIAN ON INDIAN UNIVERSITY EXAMINATIONS.

SIR,—In this my maiden letter for your journal permit me through the medium of its valuable pages to make an urgent appeal to the generous staff of the Indian University officials who must undoubtedly have the welfare of their examinates at heart. *Re* the University examinations the metropolitan and provincial Government gazettes confer a great benefit on teachers and candidates by publishing the numbers of the University results, whereby candidates may conveniently see in what subjects they have passed or "failed to pass," but the suggestion and advocation of a means by which they could find out why they failed so that they would know how to apply their energies for the next examination would be conferring a far greater benefit upon them. A teacher examines his pupils many times before sending them up for their examination and returns them their papers duly marked so that they may see their errors and learn how to correct them; but the University keeps the papers and the candidates only know that they failed, but not where or how. Why should not the papers properly marked with the examiners' criticisms be returned to the teacher or candidate who so desires them, even upon payment of, say, 2 or 3 rupees? I am not a school teacher or a college professor but would like to reproduce the very words of a worthy professor, whom Lowell considered the Moses of our 19th century and the captain of our Exodus into the Canaan of a truer educational order; for he well understood his calling and deserved the title bestowed upon him: who said, "I have taught several successful pupils; but some have failed, whom I have known by a very careful examination to have been more worthy of passing than those who have passed." An examiner no doubt has a very unpopular task; but the victims of his decisions have no tangible proof and no redress. An examiner may make mistakes or be too harsh and exacting though not wilfully spiteful or dishonest.

It is well asserted that many competent candidates honestly believe that they have been plucked unfairly and give good reason for so believing and even their teachers who know their merits by comparison with other pupils who have passed do honestly believe so too. Such complaints are made I suppose every year after the Medical, Arts, Science, and other University examinations. How could it be admitted that the examiner is always right and the examinate always wrong? However these doubtful complaints could be well satisfied if the University returned the papers properly marked and

criticised (and if the examiners have nothing to fear about their work they would willingly hand back the corrected papers. The dissatisfied would then have a clear proof of why and where they failed and would know what were the weak parts of their fortification. The different University councils appoint 2 or 3 examiners for the co-examination of each individual subject. Appointing 2 or more only reduces the liability to err and shows that I am not the first to believe that candidates fail or pass where they should not. The examiners' reports are very short and tell the teacher very little that will help him to prepare the candidates to the satisfaction of the examiner. Seeing the corrected papers and the criticisms of the problems would tell him far more than all the reports.

I would suggest also that the examiners should write answers to their own questions such as would receive full marks and then the Universities should publish these in book form as an addendum to the University Calendar. This would be much appreciated by teachers and candidates and would I believe bring in a fair revenue to the Universities if its price were fixed even at an anna per copy.

Another point I might mention is that no question ought to appear in a pass paper that candidates cannot reasonably be expected to answer; but at times even two appear on one paper that a teacher who has had the hard work to do of preparing candidates, and knows their abilities would expect more than 85 per cent. of the candidates unable to answer. Only the examiner knows how many cannot answer them. If say 85 per cent. of these could not answer a question, such a question should be considered as not being part of the paper. If this were done I think 50 per cent. ought to be required for a pass in any subject.

H. H. MANGHIRINALANI.

MELBOURNE, AUSTRALIA.

EDUCATION UNDER SIR DENNIS FITZPATRICK.

SIR—Now that Sir Fitzpatrick has vacated the Lieutenant-Governorship of the Punjab a brief survey of the educational progress made in that province during his quinquennium of office will, I think, interest your readers.

As far as the number of scholars attending educational institutions is concerned, there has been an average increase of about 300 a year—the total scholars being about 260,000. The increase however has not kept pace with the augmentation of the Punjab population during the same period. A large number of scholars passed from private institutions to public institutions which are either under departmental control or conform to departmental requirements. About 180,000 scholars now attend public institutions, the attendance at which has increased by 25 per cent. A good number of these transfers of scholars was due to several institutions, formerly classified as private, being transferred to the category of public institutions, owing to their satisfying departmental requirements. Greater control is thus exer-

cised over the system of instruction, and this cannot but produce beneficial results.

In the Arts colleges and Medical College the number of students undergoing University Education has more than doubled itself during the five years under review and may now be set down at over 1,200.

In the High schools there are about 20,000 pupils, the increase amounting to about a third of this number. And in the Primary schools there are considerably over 100,000 pupils—the increase being about 25,000.

In fact more or less all public institutions have been progressing with the exception of the Oriental College at Lahore, where the number of scholars has been diminishing. English was added to the college curriculum, so as to make the course of Oriental learning more acceptable to students; nevertheless the attendance at the Oriental College has been dwindling down and the cost of each scholar at this institution amounts to 300 Rs. of which the Government contributes 165 Rs. whereas at the Lahore Government College the cost per scholar is only 200 Rs., the Government contributing 132 Rs. It is to be feared that purely Oriental Education is not much sought after at the present time; owing no doubt to the competition of "English Education," which is a sure pass-port to official employment and preferment. A note-worthy feature about Oriental Education is that there are no aided or unaided Middle Grade Vernacular schools in the Punjab, notwithstanding the encouragement of grants-in-aid; and such institutions as exist are under public management. It would thus appear that there is little or no popular demand for these schools and that the people want English to be taught in Middle-Grade institutions. This state of affairs becomes particularly interesting at present, as in Madras there is a movement to establish an Oriental branch of the local University.

Female Education has apparently made progress, and the number of girls attending school, which amounts to over 25,000, has increased by 30 per cent. The girls attending school only form 1·76 per cent. of the female population of school-going age in the Punjab; whereas in the province of Bengal the scholars amount to 2 per cent. of the female population of school-going age.

The Government expenditure on education has increased from about 4 lakhs per annum to 5½ lakhs; and this increase has taken place notwithstanding that fees were increased. Side by side with this augmentation of Government expenditure, many unaided schools were opened, so it would seem as if self-help in Education is not altogether unknown in the Punjab.

An important feature has been the great development of athletics and gymnastics, in which the educational institutions of the Punjab excel those of any other Province, for the flower of India's manhood and boyhood is to be found in the land of the five rivers. An athletic tournament for colleges was inaugurated on the initiation of Sir William Rattigan, the late Vice-Chancellor of the Lahore University, and with the help of the Maharajah of Patiala and the Nawab of Bahawalpore. School tournaments have also been

instituted, and it has been noticed that Punjab school boys are more enthusiastic about sports and athletics than college students; and this has been attributed to the fact that the latter are weighted down by their examinations.

In fine it can safely be said that substantial progress was made during the administration of Sir Dennis Fitzpatrick.

LAHORE. BAJNUP.

EDUCATIONAL NOTES.

The Cambridge University Syndicate is in favour of granting degrees to women under the same conditions as apply to men.

* * *

The Government of India have ordered that service books of non-gazetted officers acting in gazetted appointments should be kept by the head of the office to which they permanently belong.

* * *

The following conversation between a Board School Commissioner in Canada and an assistant master who was newly entertained in a school may be of interest to our readers. The conversation, as will be seen, arose from an application made by the teacher for increase of salary. The Indian schoolmasters, especially those in the Madras Presidency, may console themselves with the fact that even in foreign lands things are as bad as they are here.

"Your salary is just what you asked for when you made application for the position you hold, is it not?" asked the Commissioner.

"Yes," answered the teacher, "that is true, but I find I cannot live on it. Besides, the teacher that was here last received more money for just the work I am doing."

"Then why did you offer to take the position at a less salary than your predecessor?"

"Because I wanted the place, and being told that there was a very large number of applicants, I asked for a very low salary, thinking that if I gave satisfaction, the board could be induced to give me the amount paid to my predecessor."

"In other words, you expected the board to break their bargain with you. That is a new kind of a way in carrying out a business contract. The fact is, sir, you should never have offered to take the position at a less salary than your predecessor's. You have made your bed and so must lie in it. In my opinion the salary should be given to the position and not to the teacher. But will you tell me who have encouraged

the districts to ask candidates to state in their applications the amount of salary required, but the teachers themselves. If I were a teacher, I would refrain from applying for a position when such a humiliating request is made in any advertisement, and if all teachers would do the same, the huckstering spirit among trustees and commissioners would soon disappear."

* * *

In many of the Primary Schools in Russia, technical instruction is imparted by means of farms, orchards and kitchen gardens attached to the school. To take one province in South Russia, namely, Ekaterinoslav, we see from the biennial report just issued, that not only has almost every school an orchard and kitchen garden for the use of the schoolmaster, but that nearly one-half of the schools in the province (227 out of 504) are already in possession of small model kitchen gardens, orchards, tree plantations, or farms, at which gardening, sylviculture and sericulture are regularly taught. The teaching is mostly given by the schoolmasters, how themselves receive instruction in these branches at courses voluntarily attended in the summer, or occasionally by some practical specialist in the neighborhood. The Province of Ekaterinoslav being mostly treeless, special attention is given to tree plantations, and next to silkworm culture. Besides, over a thousand beehives are kept, partly by the school masters and partly by the children; and some schools have vineyards in connection with them.

* * *

A distinguished educationist in the Province of Quebec speaks thus of Education:—"Education in every land, to be true, must be based on true principles. It, in all its parts, must belong to the people, and they must feel that it so belongs. It must be of such a kind as to suit the circumstances, the environment, and the genius of the people. Its warp and woof must be spun from their finest heart fibres; it must be, in short, an embodiment of the mental activities of the people themselves."

* * *

Mr. Edward R. Shaw of the University of New York, has made four separate investigations upon the spelling problem in the School of Pedagogy. The object of these investigations is to see whether some new knowledge might not be gained that would render more specific guidance in the teaching of the subject. He considers that motor elements are important ones in association and that with so arbitrary a subject as English spelling, every aid in strengthening the association should be employed.

A technical class in Domestic Science under the guidance of the Board of Education has been opened in the city of Hamilton.

* * *

There are some who desire to know with the sole purpose that they *may* know, and it is curiosity ; and some who desire to know that they may be known, and it is base ambition ; and some who desire to know that they may sell their knowledge for wealth and honor, and it is base avarice ; but there are some also, who desire to know that they may be edified, and it is prudence ; and some who desire to know that they may help others, and it is charity.—*S. Bernard.*

* * *

Negotiations are going on with regard to the establishment of a Teaching University for London.

* * *

Of the success of co-education of women on equal terms with men at Tufts College in the New York State, President Capen, a well-known American educationist, says :—

" Speaking negatively, I am constrained to say that the admission of women has not had a tendency to reduce the number of men entering the several departments. On the contrary, there has been a constant and steady, and in some departments a very marked increase in the attendance of men. The presence of women, moreover, has not diminished the interest in the activities or sports which are supposed to belong peculiarly to men's colleges. There has been no friction arising from their presence in the class-room, and they have not increased materially the difficulties of administration.

" On the positive side it may be said that their work has been as well done as that of the men. The general testimony of the teachers is that they have raised the tone of the class-room, and quickened the serious efforts of student life. Their presence has also brought an element into the social atmosphere of the college which is very agreeable and very wholesome. The medical school has been co-educational from the start. Women have shown excellent capacity for medical training. The teachers, moreover, assert that they have found no embarrassment from the presence of both sexes in the lecture-rooms and laboratories."

* * *

Chester S. Lord, managing editor of the *Sun* has been elected a regent of the New York University in succession to the late William L. Bostwick.

* * *

In many of the American Schools, type-writing is taught as a regu-

The Library Committee of the Brooklyn Board of ... urchased twenty-five type-writers for the use of the ... School.

* * *

... he following courses of lectures and demonstrations will be given ... the Spring and Summer Terms of 1897 in connection with the College of Preceptors' Training College. They are open to teachers and others desirous of studying education :—

By James Sully, M.A., LL.D., Grote Professor of the Philosophy of Mind and Logic, at University College, London,—*Child Psychology in its bearing on Education.*

By J. J. Findlay, Principal of the Training College,—(1) *The Practice of Education*; (2) *Secondary Schools in England*; (3) *The Theory and Practice of Modern Language Teaching.*

By W. S. Colman, M.D., M.R.C.P.,—*Physiology and School Hygiene.*

By Bernard P. MacDonald, M. A., Christ's College, Cambridge, —*Voice Production and Elocution.*

* * *

The *Pioneer* has the following interesting note on the recent reorganisation of the Indian Educational Service which leaves the posts of Directors of Public Instruction open to the Civil Service :—

" An event of considerable interest in the educational world in India is the retirement of Mr. K. M. Chatfield, Director of Public Instruction. Mr. Chatfield, who is an Oxford Graduate, is an educational officer of long experience, having entered Government service in 1866. In 1871 he was appointed the Bombay Director of Public Instruction, and has ever since held the educational reins in the Western Presidency. Mr. Chatfield has been intimately associated with the great educational reforms (too numerous to mention here) which have been introduced into the Presidency during the last quarter of a century, and with his departure the Bombay Government loses an officer with exceptional experience in the administration of educational affairs. Mr. E. Giles, who has been appointed to succeed Mr. Chatfield as Director of Public Instruction in Bombay, is the senior officer on the graded list of the Bombay Educational Department. He also is an Oxford Graduate and has for some time been employed as Inspector of Schools in Sind. Education in that province, as can be imagined, is in an extremely backward condition, and Mr. Giles has been untiring in his efforts to bring about some sort of improvement. In selecting Mr. Giles for the Directorship of Public Instruction, the Government of Bombay, like that of Bengal, seems to think

that this appointment should be kept in the Educa[torn] for the present at any rate. And now the Directors of [torn] of the various administrative provinces of India are all educati[torn] As is well-known, there has been considerable controversy as to [torn] manner of filling these Directorships, and when the recent reorgani[torn] of the Indian Educational Services was finally approved by the Secr[torn]tary of State, it was expressly laid down that the various Directorships of Public Instruction were not to be necessarily for officers of the Educational Department: the chief reason being that the work of a Director of Public Instruction is in the main administrative, and occupants of professorial chairs have scant opportunities of acquiring the requisite administrative experience, while the everyday life of members of the Indian Civil Service pre-eminently fits them for such appointments. Not a few are of opinion that these Directorships should be reserved for the Civil Service, and members of this service who have filled these appointments have invariably acquitted themselves with conspicuous success. Some difficulty, however, arises over the question of salary. The maximum salary of the Bengal and Bombay Directorships is Rs. 2,500 per mensem. In Madras the maximum is Rs. 2,250, in the N-W. P. and in the Punjab it is less than this, while in the minor provinces it averages Rs. 1,500 a month. As matters stand at present it is very doubtful whether Civil Servants of experience, who are in the running—or even partially so—would care to accept these appointments. The first Director of Public Instruction at Madras was a Civil Servant, Mr. (now Sir Alexander) Arbuthnot; in a few years he became Chief Secretary to the Madras Government, and was in due course elevated to the local Council, and was eventually given a seat in the India Council. Another Madras Civilian, the late Mr. H. B. Grigg, was induced to accept the local Directorship, while he was still a comparative junior, and for several years he administered his Department with great ability. In the meanwhile the order of things in his own service changed, the Director's chair was no longer considered a stepping-stone to further advancement, and the Revenue line—and better still the Secretariat—were regarded as the only roads to preferment. And Mr. Grigg, notwithstanding his services in the cause of education, found himself shut out of the Board of Revenue and the Council and had at last to content himself with the appointment of British Resident in Travancore and Cochin on Rs. 2,800 per mensem. Under such circumstances it can well be understood how promising Civil Servants hesitate about stepping from the recognised paths to preferment. It should also be remembered that these Directorships are the only real prizes in the

Educational Department, and it seems hard to deprive deserving educational officers of their few prizes, especially when promising members of the Civil Service are by no means anxious to accept them."

* * *

It has been decided to remove King's College School, London, to South Hayes near Wimbledon. The school is at present located in the basement of King's College building and the floors of most of the school-rooms are much below the level of the Strand. Both the accommodation and position of the school are bad and the removal of the institution to one of the suburbs of London will be beneficial in every way. The only persons who will regret the move are the tradesmen in the Strand, many of whom sent their sons to the school, which afforded an excellent education at comparatively low rates, and some of whom derived a fair amount of income owing to their proximity to the institution.

* * *

A remarkable student named Borysik has just passed the final examination at Warsaw University qualifying him to practise as a doctor of medicine in Russia. Borysik was born in 1822, and was educated at Suvalki Higher Grade School with a view to becoming a doctor. After passing his matriculation, lack of funds prevented him from at once proceeding to the university, and he was compelled to work as a tutor for twenty years in order to save enough money to enable him to continue his studies. At the end of that time, he presented himself at Warsaw Medical Academy, and passed the entrance examination with distinction. Before he could begin his studies, the Polish rebellion of 1863 broke out, and Borysik, who was now forty-one years of age, threw himself into the movement with all the enthusiasm of a youthful revolutionist. The revolt was suppressed, and Borysik was exiled to Siberia, where for thirty-two years he underwent hard labour in the silver mines. In 1895 he received a free pardon, and returned to Warsaw. In spite of his age, and the hardships he had endured, Borysik had lost none of his enthusiasm for medical work, and took up his studies where he had left them off in 1863. After a two years' course this remarkable man has now, at the age of seventy-five, passed the final medical examination with honours, and will begin to practise in Warsaw.

* * *

The Government of India has decided that the special allowance of Rs. 100 a month to be granted to Officers of the Indian Educational Service of fifteen years' standing whose total salary does not exceed Rs. 1,000 a month is a personal allowance and that exchange compensation allowance is therefore admissible thereon.

At the recent Convocation of the Oxford University, the honorary degree of M.A. was conferred upon the Rev. Henry E. Perkins. This gentleman served for a long time in the Indian Civil Service and afterwards became a Missionary, in which capacity he rendered very valuable service in India.

INDIAN NEWS.

BENGAL.

Professor A. M. Bose has been elected President of the Indian Association, Calcutta.

* * *

The Director of Public Instruction has issued orders that transfer certificates (known in Madras as leaving certificates) need not be demanded from pupils coming from schools that have been abolished, but that a report of such admissions should be sent to the Inspecting Officers so as to enable them to institute the necessary inquiries. In Madras, this duty devolves on the head of the school into which the pupil is admitted.

* * *

The Director of Public Instruction recommends the purchase of the copy of the book entitled "Sambandha Nirnaya" by Pandit Lal Mohan Vidyanidhi, Head Pundit of the Hooghly Training School, for the Library of all Arts Colleges in Bengal. The book treats of the social history of the people of Bengal, and is the result of laborious researches into their caste system.

* * *

For the purpose of exemption from undergoing training in a Training School and appearing for teachers' certificate examinations, the term "served with credit as teachers" is defined by the Bengal Director of Public Instruction as applicable only to those who have served successfully as teachers in a subordinate capacity in a High School or as Head Masters or (having passed the Entrance Examination) as Second Masters of a Middle School

* * *

The difficulty of reconciling financial figures furnished in the departmental returns with those of the other offices that deal with educational matters, appears from a circular issued by the Director of Public Instruction to be very great in Bengal. This, the Director thinks, is due to the different procedure adopted by the Department and the Boards. In the

departmental returns, money actually drawn from the treasury within the financial year is shown as the net expenditure of the Boards upon education; while the latter include in their returns not only the amount drawn during the year, but also the amount of cheques issued, though not necessarily cashed, within the year. Under the Local Self Government rules, the Boards cannot exclude uncashed cheques from their returns. "These difficulties may be obviated," he says, "if the Board offices, *very soon after 1st April each year*, prepare a statement showing the cheques cashed and payments made within the year of the report, and furnish it to the District Deputy Inspectors, who will then be in a position to check and correct their returns, and to reconcile any discrepancy that may exist in the two sets of figures furnished by the Boards and the Department."

* * *

Mr. A. Pedler, Principal, Presidency College, now Officiating Inspector of Schools, Rajshahi and Burdwan Circle, is allowed special leave for six months. Mr. M. E. Du S. Prothero, Professor, Presidency College, is appointed to be Inspector of Schools, Rajshahi and Burdwan Circle, *vice* Dr. C. A. Martin.

* * *

Surg.-Major R. H. Charles, Professor of Surgical and Descriptive Anatomy in the Medical College, Calcutta, and *ex-officio* 2nd Surgeon to the College Hospital, is granted furlough on medical certificate for twelve months. Surg.-Lieut.-Colonel J. Lewtas, Civil Surgeon of Chittagong, is appointed to officiate in his place.

* * *

The annual distribution of prizes to the students of the Ripon College took place on the 25th March in the quadrangle of the institution under the presidency of His Highness the Maharaja of Durbhanga. The report of the institution was last published in the year 1892; the present report therefore covers a long period, *viz.*, from April 1892 to December 1896. The success of the Institution in the different University Examinations has been satisfactory. The number of boys on the rolls of the College Department including the Law classes is 997, and that in the School classes is 610. His Highness the Maharaja Scindia of Gwalior has given a donation of an annual prize to the most successful F. A. candidate of the College. After a few recitations by the students, the President distributed the prizes and addressed the meeting, congratulating the Principal, masters, and students of the College on the great success they had achieved. With a vote of thanks to the chair, the gathering separated.

The Calcutta University Syndicate is now constituted as follows :—The Faculty of Arts is represented by two Europeans and three Indians, the Faculty of Law by one European and one Indian, the Faculty of Medicine by one European and one Indian and the Faculty of Engineering by a European. The result is that the Syndicate is constituted of five Europeans and five Indians.

* * *

Mr. C. R. Wilson, Professor, Presidency College, has been granted furlough for seven months, with effect from the 16th instant. Mr. C. W. Peak, Professor, Presidency College, has been appointed to act as Inspector of European Schools, Lower Provinces, during the absence on furlough of Mr. H. A. Bamford.

* * *

Babu Brajendra Kumar Guha, Assistant Inspector of Schools, Burdwan Division, is allowed leave for three months with effect from the 20th March 1897. Babu Hari Das Banerjea, Deputy Inspector of Schools, Sonthal Parganas, is appointed to act as Assistant Inspector of Schools, Burdwan Division. Mr. N. L. Hallward, Temporary Principal, Ravenshaw College, Cuttack, is allowed special leave for six months with effect from the 5th April 1897. Babu Nilkanta Mazumdar, Lecturer, Presidency College, is appointed to act as Principal of the Ravenshaw College, Cuttack.

* * *

The Society for the Higher Training of Young Men has become the Calcutta University Institute. It aims at supplementing the literary education of Calcutta students by culture imparted during recreation hours. The Institute is housed in the eastern wing of the Hindu School, where it possesses an excellent library and reading room and a large hall for debates and lectures. Money, however, is urgently needed to complete the appliances and provide a gymnasium, and Professor C. R. Wilson, to whose labours the Institute owes its existence, appeals for Rs. 3,000 or Rs. 4,000.

* * *

A Resolution just issued by the Government of Bengal deals with a subject which occupied a considerable share of Sir Alfred Croft's attention during the last few months of his service. It is the reorganization of the superior service of the Education Department in Bengal. The changes which the Lieutenant-Governor has seen fit to introduce, after considering the suggestions of Sir Alfred Croft, together with the observations of Dr. C. A. Martin, are for the most part of purely departmental interest. Briefly, the superior service will ultimately consist of 28 officers of the Indian, and 103 of the Provincial Service. Sir Alfred

Croft recommended the promotion of certain officers to Principalships with reference to their qualifications and degrees. Dr. Martin, however, pointed out that this proposal would in practice give rise to many difficulties. For instance, "At the present time, in considering who might be a fit person to succeed to the Principalship of the Rajshahi College, which is likely to fall vacant in the near future, he looked through the names of the officers in Class IV with a view to following the rule above, and as Babu Nilkanta Mazumdar has been selected to act as Principal of the Cuttack College, his choice was limited to Dr. P.C. Roy or Mr. J. N. Das Gupta. He sent for Dr. P.C. Roy to tell him that he might possibly be called upon to leave the Presidency College. The intelligence was received with consternation, and Dr. Martin, knowing that Dr. Roy is a distinguished Chemist, engaged in original research in the Presidency College, after weighing the *pros* and *cons*, decided that the idea ought to be abandoned. He then considered the case of Mr. J. N. Das Gupta and came to the opinion that being a Professor of English Literature, Mr. Gupta's services at present cannot be transferred to such an office." And there, so far as we know, the matter rests. The Lieutenant-Governor agrees with Dr. Martin in thinking that "no hard and fast rule can be laid down" in such cases.—(*Englishman.*)

* * *

We are glad to hear that the report, which appeared in the last issue of this Journal, of the death in London of Miss Florence Holland M.A., of the Calcutta University and Foundress of Mussoorie College for girls, is incorrect. Miss Holland writes to us to state that she has returned to India in the best of health. We must express our regret at having been misled into publishing the news of Miss Holland's demise, and we trust no inconvenience has been caused to her friends and relations by our error.

* * *

The pamphlet, issued by the University, which contains the results of the Entrance, F. A. and B. A. Examinations of 1896, has reached us. The success of the Presidency College must be most gratifying to the well-wishers of that institution, but of course it should be remembered that the staff of the college is a very strong one. The results may be summarised as follows :—

F.A., 1896.

	No. of Candidates.	Passed. 1st division.	2nd. division.	3rd division.
Presidency College	... 123	16	23	31
All other Colleges	... 2,719	45	211	816
	2,842	61	234	847

B.A., 1896.

A. COURSE.

	No. of Candidates.	Passed with Honours. 1st division.	Passed with Honours. 2nd division.	Passed without Honours
Presidency College ...	72	6	13	16
All other Colleges ...	873	3	31	156
	945	9	44	172

B. COURSE.

	No. of Candidates.	Passed with Honours. 1st division.	Passed with Honours. 2nd division.	Passed without Honours
Presidency College ...	67	6	21	12
All other Colleges ...	374	3	24	62
...	441	9	45	74

BOMBAY.

Mr. Principal J.T. Hathornthwaite, M.A,. proposed for adoption at the meeting of the Senate of the Bombay University on the 5th April, the following regulations for the award of "The Framji Sorabji Bhavnagri Scholarship", and they were adopted :—

The Scholarship will be awarded to the Parsi candidate who passes the Intermediate Examination for the degree of B.A. with the highest number of marks in Avesta and Pahlavi.

A Scholarship, to be called "The Framji Sorabji Bhavnagri Scholarship," of the value of Rs. 210 and tenable for one year, shall be awarded annually by the Syndicate to the candidate who passes the Intermediate Examination for the degree of B.A. with the highest number of marks in Avesta and Pahlavi from among the Parsi candidates.

2. Candidates for the Scholarship must forward their applications for it with their applications to appear at the Intermediate Examination for the degree of B.A. in connection with which the Scholarship is awarded.

3. The candidate who is awarded the Scholarship must satisfy the Syndicate, within six weeks from the date of his selection, that he has joined a College or Institution recognized by the University of Bombay; and must prosecute his studies for the degree of B.A., selecting "Language and Literature" as his optional subject with Avesta and Pahlavi as the second of the two languages comprising the group.

4. The stipend of the Scholarship shall, subject to a deduction of five per centum to be contributed to the General Fund of the University, be payable half-yearly by the University Registrar on a bill to be drawn by the Head of such College, who shall certify under his signature on such bill that the scholar is in regular attendance at the College, that his conduct is good, and that his progress in University studies is satisfactory.

5. Should the scholar discontinue his University studies, or be unfavourably reported on by the Head of the College, it shall be in the discretion of the Syndicate to stop payment of the stipend, or to declare the Scholarship forfeited.

6. Any surplus which may arise from the vacancy of the Scholarship, during any year or part of a year, shall, subject to the deduction of five per centum to be contributed to the General Fund of the University, be added to the principal and shall be used for increasing the amount of the Scholarship.

7. The Senate shall have the power, whenever it may think fit, to modify or alter the terms upon which the Scholarship may be awarded, or otherwise to deal with the income of the fund, provided the object for which the Scholarship has been founded is kept in view.

* * *

The members of the Gujarat Club, Ahmedabad, met on Wednesday evening, 24th March, in the club premises to bid farewell to Prof. Darasha S. Sethna, M.A., sometime Principal, Kolhapore College, who went to England on the 1st instant to study for the Bar. Rao Bahadur Krishna Mukharam A. Mehta, the President of the Club, the Hon. Mr. Chimanlal. H. Setalwad, Rao Sahebs Madhevlal Harilal and Jivanlal Pranlal, Messrs. L. M. Wadia, Khushaldas, J. V. Desai and several others were present. The Secretary, Mr. Bhat spoke at some length as to the sociable and amiable qualities of Mr. Sethna and the various kinds of entertainment he had introduced into the club; and expressed the regret of the members that they should have to be separated from him for a long period. Finally he wished him a successful career in England. In reply Mr. Sethna thanked the members for their kindness, and hoped that on his return to India after three years he would find the club very prosperous. Seth Chimanbhai Nagindas then garlanded Mr. Sethna on behalf of the club; and the members separated after light refreshments had been served.

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The distribution of prizes at the Grant Medical College, took place on the 30th March in the hall of the Framjee Petit Laboratory, Professor

W.M. Haffkine presiding. The acting Principal of the College, Dr. Hatch, read the Annual Report, from which it appears that there were 315 students on the rolls, as against 266 last year. During the course of the year 45 students left the College; 2 died from Plague; 6 proceeded to Europe to obtain English diplomas and 17 completed their course for the L.M.S. Degree and applied for the Examination. With regard to the University Examinations, all the 96 students who went up for the Examination in Elementary Mechanics of solids and fluids, were found to be qualified—35 students passed the first Examination in Medicine, with one in the first class, out of 103 who presented themselves. Out of 89 candidates for the 2nd Examination in Medicine, 39 passed, 11 in the 1st class. For the final Examination for the L.M.S. degree there were 36 candidates, of whom 13 passed with one in the 1st class, Mr. P.K. Gokhale.

At the conclusion of his Report, the Principal alluded in feeling terms to the great loss sustained by the College owing to the death from Plague of Surgeon-Major Manser and stated that a fund was being opened in his memory to provide a nurse permanently for the hospital in which the deceased laboured so long. Many of his friends have already subscribed handsomely, so that there will be no difficulty in raising the required amount of money.

* * *

The departure of Mr. E. Giles, the able and much esteemed Educational Inspector in Sind, whose appointment as Director of Public Instruction we announced in our last issue, says the Karachi paper, forms yet another of the many losses which have lately afflicted Karachi society. But in this instance our regrets are tempered by the knowledge that Mr. Giles' conspicuous services to the cause of education and to the Presidency are not lost but enhanced in value by his well deserved promotion. He leaves us, but only to worthily fill the highest post in his department, and he will fortunately still be in a position to ensure and safeguard the interests of education in this province. Mr. Giles, an M. A. of Oxford, joined the service in May 1873, and until December 1877 held the appointment of Professor of History and Political Economy, Elphinstone College, Bombay. In that month he was appointed Educational Inspector at Nasik. In 1880 he filled the same office, but in a higher grade at Ahmedabad, serving in that capacity till 1886 when he came to Sind as Educational Inspector in October of that year. In 1887 he returned to Ahmedabad. In 1893 he was appointed in the same capacity to the Central Division, and after a year's furlough in 1894-95 was finally transferred as Educational Inspector 1st Grade

to Karachi, in which post he has won wide respect and a multitude of friends who wish him all success and good fortune in his new sphere of usefulness.

* * *

During the ceremonies which took place last month at Bhavnaggar on the occasion of the unveiling of a statue of the late Maharajah of Bhavnaggar, Miss Brooke, the Lady Superintendent of Female Education in the State, arranged for an exhibition of Calisthenics, Music, &c., at the Majiraj Kaniasala, where the pupils of the three girls' schools maintained in the city assembled. Colonel Hunter, the Political Agent for Kathiawar, presided, and the Dewan Sahib read the Report of these institutions. The Majiraj Girls' School is now attended by the daughters of the rich and influential gentry of the locality. The late Maharajah himself set an excellent example in sending his two daughters to this institution, which in consequence increased greatly in popularity. It was founded in 1857 and for the first year's existence barely 50 pupils attended at a time. At present, however, there are over 300 pupils on its rolls, and under Miss Brooke's energetic supervision, a bright future seems to be in store for the school. The building in which the school is located was constructed by the late Maharajah in 1877 at a cost of Rs. 45,000 in memory of his Ranee Majirajbai, and recently considerable additions have been made to the building. The Anglo-Vernacular School which is held in the same building, was opened in 1889 with 10 pupils and at present there are 24, the greatest number having been 31. The Wadwa School, which was opened in 1868 for the convenience of people in the Wadwa district, is mostly attended by children of the working classes and now has slightly over 200 pupils. Colonel Hunter, the Political Agent for Kathiawar, in a very felicitous speech congratulated Miss Brooke on the progress achieved under her, and tendered the following advice with regard to vernacular education:—

"If you will allow me to tender you a little advice, I will warn you against sacrificing the Vernacular for the Anglo-Vernacular Department. The knowledge of English is a luxury, and though it is quite right that means of studying it should be provided, it should not be allowed to divert us from our duty of rendering primary vernacular education thoroughly efficient. I will only, in conclusion, congratulate Miss Brooke and her staff on the attainments and appearance of their scholars, and yourself on possessing such a competent and devoted head of the Female Educational Department."

* * *

We are glad to note that the foundation stone of an Arts college

has been laid at Junagad. As is known the ruling family of the State is the only important Muhammadan dynasty in the Kathiawar Peninsula, and it is pleasing to note that the Nawab is taking practical interest in education, which is in an extremely backward condition in his Principality. He is himself an old student of the Rajkumar College, Rajkote, and has evidently appreciated the advantages to be derived from education.

On the 25th March, Colonel Hunter, Political Agent, Kathiawar, performed the ceremony of laying the foundation-stone of the Bahauddin Arts College and Technical Institute in the presence of His Highness the Nawab Saheb, Prince Adilkhanji, Vazier Saheb Bahauddinbhai and several European and Native officers, ladies, and amirs.

Prince Adilkhanji read a speech on behalf of His Highness in which His Highness said that the Institution would by supplying a long-felt want not only place learning within easy reach of his subjects, but would also serve as an open and tangible sign of the gratitude felt by the Prince and people alike to the Vazier whose name it was to bear. In eulogising the remarkable services of the Vazier during his connection of over 35 years with the Junagad State, His Highness said that he had always been a liberal friend of education in general, and that the cause of Muhammadan education had in him a firm friend. His Highness alluded to the Vazier's munificent endowment of thirty thousand rupees for the Mohobat Fellowship, founded in memory of His Highness the late Mohobatkhanji, and thanked his brother Princes and the friends and admirers of the Vazier Saheb who had provided funds for the first cost of the building, and declared that the State would provide, with pleasure, from the public funds, all that was required in addition to the funds collected to construct the building, and further to maintain it in an efficient state by keeping up in it a learned staff of Professors.

A Gujarati translation of this speech was read by the State Vakil, Mr. Bhupatrai Trikamji.

Colonel Hunter was then requested to lay the fonudation-stone. After performing the ceremony and declaring the stone well and truly laid he addressed the meeting and said that the pleasure which he felt in acceding to His Highness's request was enhanced by the circumstance that the name of his old friend, His Highness's faithful and long-tried Minister, Vazier Bahauddinbhai, had been associated with the building. The Colonel alluded with gratification to the Vázier Saheb's contributions towards the promotion of education which aggregated to $1\frac{1}{2}$ lakhs of rupees, and to the great assistance given by him to the Anjuman

Islam, and other institutions. The large amount of Rs. 60,000, collected by private subscription not only in Kathiawar but outside the Province, was, he said, a tribute to the high and universal esteem in which the Vazier Saheb was held. He gave great credit to the administration of His Highness for accepting the burden of defraying the heavy annual charges of maintaining the college. He warned His Highness against making higher education too cheap, as people attached little value of what was easily obtained. Referring to His Highness's intention to attach a Technical Institute to the College, Colonel Hunter expressed a hope that the institution would become a centre of instruction in carpentry, leather work, iron foundry, and other trades with a view to educating local talent and improving agricultural and domestic implements, so as to increase the wealth of the State and the comfort of His Highness's subjects. With the water-power, which the recently-inaugurated Baha uddin Water-Works would give, the workshops would, he said, enjoy an immense advantage and ought to prove a success.

A Gujarati translation of this speech having been read by Rao Bahadur Ladhabhai, Mr. Gulabdas Laldas read a speech on behalf of the Vazier Saheb in which he expressed his inability to make an adequate reply to the gracious words which had fallen from His Highness and his old friend, Colonel Hunter, as also to his friends who had thus honoured him by raising funds for perpetuating his memory. He tendered his hearty thanks to His Highness and the other Native Princes who had so graciously and liberally subscribed to the memorial, and to the good citizens who had joined in the movement. He thanked Colonel Hunter for the trouble he had taken and expressed the hope that the College would raise up generation after generation of educated men to help Junagad to retain and adorn the proud place she held in the peninsula.

The ceremony being completed, Mr. Motibhai Manibhai Jusbhai, Educational Officer, read a report of the progress of education in the State which was followed by recitations by some of the students of the Mohobat Madrassai, the Bahadurkhanji High School, and the local vernacular schools to whom prizes were distributed by Mrs. Sealy.

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On Monday, the 29th March, His Excellency the Governor opened the new building of the practising school attached to the Training College at Dharwar, of which Institution, Rao Saheb Karandiker is the Principal. This school, which in March 1893 had only 140 boys, has now on its rolls 202 pupils and its popularity seems to be on the increase.

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At a meeting of the Bombay University Senate on Monday, April

5th, with Mr. Justice Candy, the Vice-Chancellor, presiding, degrees were conferred on successful students. The following is a summary of the Report of the Proceedings of the University since the last convocation.

	No. Appeared.	No. Passed.
University School Final Examination...	1,416	255
Matriculation Examination ...	3,323	1,233
Previous Examination	820	494
Intermediate Examination ...	487	257
B.A. Degree Examination	222	177
First B. Sc. Degree Examination ...	16	9
Second B. Sc. Degree Examination ...	19	7
M.A. Degree Examination in Languages	14	7
M.A. Degree Examination in History and Philosophy	5	1
M.A. Degree Examination in Mathematics	2	0
M.A. Degree Examination in Physics and Chemistry	1	0
M.A. Degree Examination in Natural Science	2	2
First LL.B. Degree Examination (New Rules)	162	130
Second LL.B Degree Examination. (New rules)	116	51
L.L.B. Degree Examination (old rules)	59	26
First Examination in Medicine ...	95	35
Second Examination in Medicine ...	84	39
L.M. and S. Degree Examination ...	32	13
Examination for the Degree of Doctor of Medicine	1	0
First Examination in Agriculture ...	1	0
Second Examination in Agriculture ...	2	2
Examination for Diploma in Agriculture	8	7
First Examination in Civil Engineering	30	19
Second Examination in Civil Engineering	13	12
L.C.E. Degree Examination ...	14	12

MADRAS.

H. E. Sir Arthur Havelock last month visited the Olcott Free School, at Adyar, an institution opened by Colonel H. S. Olcott in June 1894 for the purpose of imparting primary education to Pariah children. The school is a mixed one, *i.e.*, is attended by both boys and girls. Attached to the school there is a cookery class. His Excellency expressed himself greatly pleased with the working of the school.

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The following gentlemen have been appointed by Government Fellows of the University of Madras:—1. The Hon'ble Mr. Justice R. S. Benson, M.A., LL.B., Judge, High Court; 2. Kenworthy Brown, Esq., M.A., Barrister-at-Law; 3. M.R.R. T.R. Ramakristna Pillai, B.A., High Court; 4. The Rev. W. F. Archibald, Senior Chaplain of the Church of Scotland; 5. The Rev. D. Downie, D.D., American Baptist Mission; 6. The Rev. M. Phillips, London Mission; 7. Surgeon-Lieutenant-Colonel W.G. King, M.B., D.P.H., Sanitary Commissioner; 8. Surgeon-Major J. L. Van Geyzel, M.B., Chemical Examiner; 9. N. Muhammad Usman Sahib, L.M.S., Civil Surgeon; 10. The Hon'ble C. Vijaya-Ragavachariar, B.A., Member, Legislative Council, Madras; 11. The Hon'ble P. Anantacharlu, B.L., Rao Bahadur, Member, Legislative Council of the Governor-General of India; 12. The Rev. W. H. Blake, B.A., Principal, St. Peter's College, Tanjore; 13. The Rev. C. W. A. Clarke, M.A., Principal, Noble College, Masulipatam; 14. The Rev. F. W. Kellett, M.A., Professor, Madras Christian College; 15. W. Keess, Esq., M.A., M.R.A.C., Principal, College of Agriculture, Saidapet; 16. E.W. Middlemast, Esq., M.A., Acting Principal, Rajahmundry College; 17. T. R. Scott, Esq., B.A., Acting Vice-Principal, Teachers' College, Saidapet; 18. J. Weir, Esq., M.A., Principal, Maharajah's College, Mysore; 19. P. H. Sturge, Esq., M.A., Vice-Principal, Nizam's College, Haiderabad.

Owing to these appointments all mofussil affiliated colleges will have at least one member of their staff on the Senate. So far as now lies in its power, Government has remedied the state of affairs, about which we have lately heard so much, *viz.*, that some mofussil colleges had no voice in the management of University matters. It is to be hoped that the committee recently appointed by the Senate will devise means for allowing the mofussil fellows to actually make effective use of their position on the Senate.

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Government has ordered that, from the beginning of the current

official year, all contingent expenditure in Government Institutions hitherto shown in a lump, as "1-*b*. Contingencies admissible without detailed audit," should be recorded in detail in future. The Accountant-General has accordingly made the necessary changes in the contingent forms and registers.

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The Connemara Library on the Pantheon Road is closed to the public until further notice on account of the dangerous condition of the Museum tower.

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The strength of the Law College, especially that of the Junior B.L. class, has gone down considerably, the number on the rolls in that class this year being 151 as against 273 last year. This sudden falling off is due partly we think to the recent proposals in the Senate for revising the course of studies and the date of admission and partly to the small percentage of passes at the last B.A. Examination in the English Language Division.

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The Hon'ble Rev. Dr. Miller has resigned his seat on the Legislative Council as the member for the University, and has embarked for Europe.

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An Educational Conference with the Director of Public Instruction as President, and a number of Inspecting Officers and Managers of Schools as members, is being held at the Office of the Director of Public Instruction, Nungumbakkam, Madras, from the 25th March 1897, the object of the Conference being the consideration of the question whether the fixed grant system cannot be substituted for the salary and results grant system now in force.

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The proprietor of *The Muhammadan* offers to publish free of cost in that newspaper all advertisements of vacancies in the public service for which Muhammadan candidates are required.

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Since the publication of the last number of this Journal, we are given to understand that Mr. Rai Bahadur S. Seshayya, Acting Principal of the Kumbakonam College, has been given an extension of service till the end of June next. We are glad that this concession has been granted, for it is certainly indicative of the fact that both the Government and the Director of Public Instruction have recognised the good work done by him during his long 36 years service. Short as the period may be, we heartily congratulate Mr. Seshayya on his being appointed Principal, a post requiring no common tact and energy.

On the recommendation of the Director of Public Instruction, Government declined to sanction the proposal of the Vellore Municipal Council to maintain a High School at Vellore at the cost of the Municipality. There is already a well-conducted High School in the town under the management of the American Mission, and we do not see any necessity for opening a new school except that it be for the purpose of creating unwholesome rivalry with its consequent lack of discipline. The Municipality may well utilise the savings in strengthening the existing Primary Schools, leaving Secondary Education to richer Educational agencies.

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At the meeting of the Senate of the Madras University, held on the 19th ult., a Committee consisting of the following gentlemen was appointed to consider whether it is expedient to institute an Oriental Faculty and to provide for the examinations being held and degrees conferred in certain branches of Oriental learning, and, if so, to draw up detailed proposals for submission to the Senate:—Rao Bahadur V. Krishnama Chariar, Rev. E. Sell, Mr. M. Seshagiri Sastri, Mr. J. W. Damodaram Pillay, Dewan Bahadur R. Ragunatha Row, Mr. S. Seshiah, Mr. Justice Subramania Iyer, Mr. E. Marsden, Rev. Dr. Murdoch, the Hon'ble Mr. C. Sankaran Nair, Col. Smart, Dr. E. Hultz, the Hon'ble Mr. P. Rungiah Naidu, Mr. N. Vythianatha Iyer, Mr. B. Hanumantha Row, Mr. S. Sathianathan, Mr. M. Rangachariar, the Hon'ble Mr. N. Subba Row, Mr. T. Ramakrishna Pillai and the mover (the Hon'ble Dr. Duncan).

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Government has sanctioned the establishment in connection with the General Hospital a school for the training of nurses and ward attendants. The school will be under the general supervision of the Senior Medical Officer, while the Matron Superintendent will be responsible for the efficient training of the probationers and for their discipline and conduct. We wish the new school every success.

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At the last prize distribution of the Cuddapah High School, H. E. Sir Arthur Havelock presided. There were, as usual, a large number of special prizes offered by the citizens of the place in addition to the school prizes. The Chairman of the Municipal Council made a speech extolling the highly efficient condition of the school under the present Headmaster. The remarks of the Inspector of Schools in his last Inspection Report were: " The school is in a very flourishing condition. The staff is quite efficient. Dress and manners of pupils very good.

Discipline and tone excellent. The large attendance shows that the Headmaster and his Assistants are popular and hardworking." In his concluding speech His Excellency spoke of the steady progress and continued prosperity of the school and said that "Prosperity and Progress" might be taken for the motto of the institution.

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The eighth ordinary meeting of the Coimbatore Teachers' Association was held in the premises of the Coimbatore College, on the 17th March, with Mr. C. N. Krishnaswami Aiyar, B.A., L.T., in the chair. Mr. C. K. Venkatagiri Sastriar, B.A., read an interesting paper on "*The Present Educational Crisis*," in the course of which he dwelt largely on the evils arising from the use of "compendiums" and "made easies" and exhorted teachers to interdict their use in schools.

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The S. P. G. College, Trichinopoly, has been affiliated to the Madras University in Branch I, Mathematics, with effect from the 1st January 1897.

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Among the candidates who atttended the recent convocation of the Madras University were two Lady graduates who took their degree. Miss Ottmann took the L. M. and S. degree and Miss Staunton the L. T. degree.

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The members of the Madras University Union gave a successful entertainment on the 27th ult., at the Madras Christian College Hall to the new graduates who took their degree at the recent convocation, Mr. C. Michie Smith, Government Astronomer, presiding. At the conclusion of his remarks, the chairman pointed out the advantages derived from an association like the Madras University Union.

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Mr. G. H. Stuart, Principal of the Presidency College, has been elected a member of the Syndicate of the Madras University, in the place of Mr. J. H. Stone, who has gone home on furlough.

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A competitive examination for the selection of candidates to the Mysore Civil Service will be held in the public offices, Bangalore, on the 2nd August 1897.

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A new Inspection Code has been drawn up by the Director of Public Instruction for the guidance of Inspecting officers in the Madras Presidency. The code comes into force from the beginning of the current official year.

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Messrs Lodd Krishnadoss and Govindadoss, the well-known Sowcars of Madras, have undertaken to establish and maintain in the city of

Madras a school for the education of blind Hindu and Muhammadan boys at their own cost in the premises known as the Annadana Samajam. The admission is restricted to pupils under eighteen years of age. Instruction will be given in reading, writing, arithmetic, basket-making, rattan work and similar handicrafts.

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The *Pioneer* says :—The Senate of the Madras University has, at the instance of the local Director of Public Instruction, decided upon the establishment of an Oriental branch at the University examinations; and a committee has been appointed to investigate and report on the subject. If examinations can stimulate into activity the study of ancient Indian classics, the endeavours of the Madras University should be crowned by success; but it is doubtful whether the "Young India" of the South will take very kindly to the profound study of Sanskrit and kindred tongues. With him the whole scope and object of academic learning is the obtaining of Government employ or the practice of some profession, preferably the legal one; and the study of Oriental classics will not expedite or materially help him to this end. Even at present it is well known that in the Madras Presidency, University candidates work their own vernaculars simply up to a standard which will procure for them a convenient pass. They know that, as all official business is conducted in English, a profound study of the vernaculars would be a waste of time. Much more so would they consider the study of a dead and unused language like Sanskrit as waste of time. The experience of the Lahore Oriental College is far from encouraging; since its foundation there has been no indication that it satisfies a public want, while the expense of maintenance is heavy. It is quite on the cards that the College may be abolished within the next year or two. There is no obvious ground for supposing that such an experiment will succeed better in the South than in the North.

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We are glad to see that the degree of M. A. has been conferred by the University of Oxford on the Rev. G. U. Pope, D.D. Lambeth, honorary M.A., Balliol College, and teacher of Tamil and Telugu. Dr. Pope is well known in the Madras Presidency having long served in the Tinnevelly Mission. On leaving the Mission, he started a school at Ootacamund which in the sixties was a flourishing establishment. In 1871 Dr. Pope closed the school as he foresaw that the system of educating European boys in India could not endure under the conditions of life which were supervening; and he accepted the Principalship of Bishop Cotton's Grammar School at Bangalore. Under his care the school

did extremely well and Dr. Pope is still remembered by his pupils as a most successful teacher. He left India for good about fifteen years ago. His eldest son is now Director of Public Instruction, Burma; his second son is Superintendent of the Ophthalmic Hospital and Professor of Physiology at the Madras Medical College; while another son is a Professor at the Royal College, Mauritius.

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We are glad to see that Mr. E. Marsden, Senior Inspector of Schools, has been appointed Pay-Master of Carnatic Stipends with an allowance of Rs. 250 a month. We trust that in future educational officers will have their fair share of such official plums as may exist.

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Educational Officers proceeding to Madras to attend a Meeting of the Senate, or a Board of Studies, or a Board of Examiners of the Madras University will be considered to be on duty.

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Government has amended art. 31 (a) chap. II of the Revised Educational Rules with regard to the wearing of turbans by pupils in Upper Secondary Departments. They are now required to have a suitable covering for the head not necessarily a turban. We are glad that the rule about wearing turbans has been cancelled, for, from the beginning there was a feeling among educationists that it was both unnecessary and unworkable. According to the rule, as it stood, a boy in a Lower Secondary school could wear a pork-pie cap; on being promoted to an Upper Secondary School he was compelled to don a turban; and on passing the Matriculation and joining a college he could revert to the pork-pie head gear.

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The fifty-fifth anniversary in connection with Pachaiyappa's Charities was celebrated on 8th April, the Hon'ble Mr. G. G. Arbuthnot presiding. The college, which bears the founder's name, suffered to a certain extent owing to frequent changes in the professorial staff and these were probably responsible for the fall in both numbers and fee income. At the B.A. examination the results were considered satisfactory but there was a break-down at the F.A. examination, which is attributed to the bad results in one subject (Physiology). The High School acquitted itself creditably at the Matriculation examination. The Pachaiyappa's High School, Conjeeveram, increased in numbers but the Matriculation results were bad and so were those at the Lower Secondary Examination. At the Primary examination, the results were fair. The corresponding institution at Chidambaram showed excellent results at

the Matriculation examination and fair results at the other examinations. Of the other charities in connection with Pachaiyappa's ones, Govinda Naicker's charity supports the Middle School which bears his name. The numbers increased considerably and the success of the institution at the Lower Secondary examination was satisfactory. Chengalroya Naicker's charity maintains the Commercial School named after him. This establishment prepares candidates for the Government Technical examinations. There was an increase in numbers but the fee-income showed a slight decrease. To Ponnambala Pillay's charity the Sanskrit School is indebted for its existence. There was a fall in numbers. The Hon'ble Mr. Arbuthnot, as might be expected, made an extremely sympathetic speech before distributing the prizes.

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The distribution of prizes to the pupils of the Doveton Protestant College took place on 5th April, the Hon'ble Mr. Sturrock presiding. There was a slight decrease in numbers but this was due to the refusal of the committee to admit any more non-Christians. Six candidates appeared for the F.A., examination and two passed. Fourteen candidates appeared for the Matriculation examination and only three passed, all in the second class. The results at the Lower Secondary examination were also very poor. The buildings have undergone much needed repair. Mr. Sturrock in his speech referred to the state of the Doveton twenty years ago when he first became connected with it. His remarks went to show that the Anglo-Indian and Eurasian Community had allowed itself to be outstripped by Hindus in the educational race. For instance, the college department twenty years ago had 20 pupils and the figure in the last report was also 20. The school has slightly increased but not nearly in proportion to the spread of education in the Presidency.

PUNJAB.

For the first time in the history of Aitchison's Chiefs' College, Lahore, the son of a ruling Prince of the Punjab joins as a student; for the Nawab of Bahawalpore has made arrangements for his heir to attend the College.

Such an entry is a matter for congratulation and it is to be hoped that the other ruling Chiefs of the Punjab will follow the example now set them. The Nawab of Bahawalpore ranks third on the list of Punjab Chiefs and is entitled to a salute of 17 guns. His ancestors originally came from Sind and held the Governorship of Bahawalpore under the

Sind Government; but they made themselves independent during the dismemberment of the Durani Empire, which took place after the expulsion of Shah Shuja from Kabul. When Ranjit Singh became supreme in the Punjab, the Nawab of Bahawalpore was constantly threatened and applied to the British Government for an engagement of protection. This however was refused; but, by the Treaty of Lahore of 1809, Ranjit Singh was confined to the right bank of the Sutlej and the Bahawalpore Nawab was practically protected. In 1833 the British Government concluded its first Treaty with the Bahawalpore State, the Nawab's independence was guaranteed, while he consented to the usual terms of feudatory alliance imposed on Indian Princes; but it was distinctly specified that the Nawab and his successors were to be absolute rulers of their country and the British jurisdiction was not to be introduced. During the first Afghan War the Nawab co-operated with the British; and again in the expedition against Multan in 1847-48 he rendered assistance. For these services he was rewarded with two districts and an annual life-pension of a lakh of rupees. On his death in 1852 a succession dispute arose. He had nominated as his successor his third son, Saadat Khan; but the latter was soon deposed by the eldest son, Fatteh Muhammed, and had to seek an asylum in British territory. He was allowed to remain here on his undertaking to renounce all claim to the Bahawapore throne and was granted a pension of 1,600 Rs. a month payable from the Bahawalpore revenues. In a short while however he re-asserted his claims and was consequently placed under *surveillance* in Lahore Fort, where he died in 1863. His elder brother, Muhammed Fatteh Khan, who had taken possession of the throne died in 1858, and was succeeded by his son, Nawab Bahawal Khan. Owing to the latter's oppression a serious insurrection broke out in 1863, and was only suppressed with some difficulty. During the course of the disturbance the Nawab had three of his uncles, whom he had imprisoned, put to death. The British Government then compelled him to make over any other relatives whom he had been ill-treating. A still more serious insurrection occurred in 1866 and was with difficulty suppressed. In March of the same year the Nawab died suddenly and it was suspected that he had met his end by means of poison. His son, the present Ruler, Nawab Sadik Muhammed Khan, was only four years of age at the time, and, as his State was in a disturbed condition, the British Government administered it, till he attained his majority in 1879, when he was invested with full governing powers. In 1880 he was created a G.C.S.I. and is recognised as a Ruler who has the good of his people at heart.

The State of Bahawalpore, excluding the desert portion, extends for

three hundred miles on the left banks of the Sutlej, Chenab and Indus successively, and has an average width of eight miles. The population amounts to about seven lakhs of souls and the revenue to about sixteen lakhs *per annum*. In a territory such as this an enlightened Ruler would have much scope for good work, and it is to be hoped that the Heir Apparent during his education at Aitchison's Chiefs' College will be imbued with proper ideas with regard to the duties and obligations of his position.

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At the distribution of Prizes at Aitchison's Chiefs' College, Lahore, on the 29th March, His Honour the Lieutenant-Governor made an interesting speech, which indicates the policy of the present Administration towards that institution.

He said that in resuming relations with that college after a period of about eighteen months he could not resist the temptation to refer to an event which was very near to their hearts at the time, and which had occurred more than a year ago. He alluded to the death of the benevolent founder of that College, Sir Charles Aitchison. He knew that they all felt it at the time, and to many of them it was a grievous loss. It was, perhaps, advisable from time to time to recall the origin of that Institution, its objects and aims and to see how far they were being fulfilled. Sir Charles Aitchison was painfully aware of the fact, which came to his knowledge during the first year or so of his tenure of the office of Lieutenant-Governor, that the Chiefs and leading families of the Punjab were falling behind hand in the race for intellectual advancement and progress which was being run by other sections of the community, and it was his earnest desire to provide such an education for the best families of the Punjab, in order that those families might be maintained, and their ancient distinction be retained. He was well aware that there were objections and difficulties to such a scheme. The first objection was one which was common, perhaps, to all education. It was that the advance of education in that country had undoubtedly been an uprooting influence. Many old ideas had to fade away before the efforts of modern enlightenment. But he maintained that it was absolutely impossible to stem the advance of education, or to quench the desire. They might as well try to stop the water of the Ravi as to try and stem the desire for intellectual advancement and knowledge in that land. Nor could it for a moment be said that it was right for a Government to discourage education. The consequences might be beyond their control, but there could be no doubt that it was right, that it was just, that it was in accordance with the highest principles of morality, that the advancement to knowledge and enlightenment which was yearned for and

desired by the people of that land should be afforded them. Another objection was of a more peculiar kind. It was felt that in bringing together a number of youths of different religious professions there was fear of their religious feelings and principles being interfered with. Sir Charles Aitchison was most anxious to explain from the first that that College was not intended to be a secular institution. The secularity of some of their Government institutions had no doubt afforded room for prejudices, for if they gave education without religion there was a fear that the religion planted in the home would vanish. The object of Sir Charles Aitchison was to preserve the germs which had been planted in the home, and they would find there was a distinct provision in the statute that every facility was to be afforded to religious teachers properly selected having access to the students and inculcating the principles of their several religions. Then on the other hand, though those objections had been raised, there were many advantages. One of those advantages was that which was almost impossible in the home: habits of discipline could be learnt, self control acquired, and the youth subjected to that wholesome opinion—a public school opinion—which was of so much value. So on the whole he was convinced that that institution was one which was destined to confer great benefits on the Province, and he felt sure that the objections about sending their sons to it, which had been from time to time made known and felt on the part of the Chiefs and leading persons of that Province would by degrees vanish. He felt sure that there was in store for that institution a great future. It was, therefore, for that reason that he was very glad when a Chief of so important a State as Bhawalpore sent his eldest son to be a student in that College. It was for that reason that he defended, and justly, the action of Government in placing boys in that institution when it found itself placed in a position of responsibility with regard to their training. At the same time he was aware that there were limitations to the good that an institution like that could do. He was aware that it was impossible to expect that a youth of eighteen years of age, however catholicly brought up, should, if he was suddenly placed in a position of unlimited power and unlimited wealth, resist the temptations he was subjected to. In regard to that matter he might say that it was one which he considered should engage the earliest attention of Government, and he was prepared himself to give it full consideration. But still, if up to the age of boys leaving that institution they formed habits of self-control and discipline, and were taught that it was not the end and object and aim of their being that they should seek their own pleasure but that they should seek

the good of others, much would be effected. That was the ideal which the illustrious founder of the College placed before them, and that was the ideal which was still held up before them. That was the ideal which the staff of the College would set, and if they did not, they would fail in their duty. He regretted the decrease in the number of boys at that institution. It might be partly due to a want of appreciation of the advantages which the institution conferred in regard to its effect upon those who had sons to send to the school. It might possibly be that that high ideal had not yet been sufficiently realised on the part of those who had been studying, and they had not shown the world that a course at the Aitchison Chiefs' College would turn out boys of a fine specimen, would make an honourable and a God-fearing man. If so, then the future was in their own hands. That was the aim and object of the institution, and one that he trusted would be fully realised. It had given him great pleasure to hear the recitations, to preside at the prize distribution, and to distribute the rewards to those who had earned them. A circumstance that gave him greater pleasure, was that he found in the report of the Governor that the conduct of the boys had been excellent. He found also in the remarks by the Inspector that the tone of the institution was excellent. If that would continue, he could not doubt that the prosperity of the College would rapidly increase, and the object with which Sir Charles Aitchison founded it would be fully realised.

REVIEWS OF BOOKS.

Black Board Drawing. By M. Swannell. London: *Macmillan and Co.*

This publication is especially adapted for the students of Normal Schools. The blackboard work of our masters leaves much to be desired and a study by them of Mr. Swannell's book would no doubt be beneficial. The circle is taken as the starting-point and from it are developed a number of seemingly complicated but really simple blackboard exercises. Twenty-seven plates accompany the letter press and we have never seen better examples of what black board drawing should be like.

An Introduction to the Study of Chemistry. By W. H. Perkin, *Junr.*, and Bevan Lean. London: *Macmillan and Co. Price 2s. 6d.*

This work should be in the possession of all teachers of Chemistry as it contains in a readily available form an amount of information which is usually diffused throughout several volumes of publications on Che-

mistry and Physics. We fear that in India the matter contained in the book would never be treated as introductory to the study of Chemistry, but no doubt persons preparing for University degrees might study it with advantage before proceeding very far in their course. The illustrations of apparatus are excellent.

LIFE IN PONDS AND STREAMS. By W. Furneaux, F.R.G.S. London: *Longmans, Green and Co.*

No doubt the ponds and streams are English ones, but in the absence of similar works relating to India, Mr. Furneaux's book might come in useful as an incentive to investigation by young Indians of animal life at their very doors. The letter-press is clear, the illustrations numerous and the light coloured plates admirable. The book would make a suitable prize for lads with a good knowledge of English.

HYGIENE FOR BEGINNERS. By Ernest Septimus Reynolds, M.D., London: *Macmillan and Co.*

The present work is an enlargement of a Primer written by the author in 1894 and commences with a number of chapters on Anatomy and Physiology. The latter half of the book is devoted to Hygiene proper and deals simply with the subject. Some of the matter is not necessary for Indian readers, such as the pages on tight-lacing, heating by stoves, &c. We recommend the work for persons who have no opportunity of attending lectures on Hygiene.

KANYASULKAM. (Bride-money). A TELUGU COMIC PLAY. By G. V. Appavu Rau Pantulu, B.A., Epigraphist to H. H. the Maharaja of Vijianagaram.

This play is written with a view to expose the folly of money-grubbing parents in giving away in marriage their young daughters solely to get large sums of money without any thought of the happiness of their children. The plot is well conceived and skilfully worked out. The characters are all aptly chosen and the author has taken great pains to make them suitably act their parts. Agnihothra Sastri is a typical instance of a greedy father who will not listen to any remonstrance tending to dissuade him from being a party to such a marriage even after the painful experience of his first daughter's widowhood. Lubdhavadhani is a typical old man of eighty, who arranges to marry a young girl at a great cost. Being disappointed by the bride's party on the score of old age and being anxious to marry so as to pass for an young man, he is

deceived by one Karataka Sastri who gets his boy-disciple to dress as a girl and has him married to the old Avadani on payment of a very large sum. The boy-wife decamps immediately after the marriage and involves the old man in complications which drain all his wealth and causes him to go to Benares and settle there. Gireesam is the worst type of a private tutor whose moral character least befits him to be a tutor. He imposes upon the ignorant country-parents, telling them that their son is progressing admirably under his tuition. Following his pupil during Christmas to his native place, he tries to induce his pupil's widowed sister to run away with him that he may marry and in this purpose he is frustrated and the innocent girl is saved. Vencatasam is a specimen of a country boy who goes to the metropolis to be educated at a great cost and in the end comes out as a dunce after squandering large sums of money. We also see in the play the vagaries of the police exposed and how very often innocent men are fleeced to escape from alleged crimes.

As the author declares that he has adopted the spoken dialect to suit the taste of the stage-going public, we do not see the necessity to criticise the language. But one thing must be said, *viz.*, that a good number of English words are introduced into ordinary conversation, and perhaps the author intends by this to expose a great number of modern graduates and undergraduates who are unable to use their vernaculars in ordinary conversation without a large influx of English words.

The get-up of the book is creditable to a Mofussil press.

History of Philosophy. By Alfred Weber, Professor in the University of Strasburg. An authorised translation by Frank Thelly, A. M., Ph. D. London: *Longmans, Green and Co.*

The books that Indian students generally use for a study of the general history of Philosophy are usually those by Uberweg and Schwegler, of which excellent translations are available; but each of these works has its defects. Uberweg's History of Philosophy contains much information in a condensed form in the form of notes and as a consecutive treatise therefore, it has not the same attractions as Schwegler's work. Schwegler's style, however, is not attractive and the unnecessary use of technical terms renders certain passages obscure. The book before us ought to become very popular with Indian students and we endorse the opinion of the translator that Professor Weber's work is the most serviceable manual thus far published in English.

The translation, which is excellent, is made from the fifth French edition and as such includes an account of the latest philosophical

systems that are the outcome of the evolution hypothesis. A little more than half the book is devoted to an exposition of Greek and Roman Philosophy of the Middle Ages. It is the fashion to decry Scholastic Philosophy as one utterly barren of results; but Professor Weber has done full justice to it and has referred to some of the important contributions to Philosophy made during the Middle Ages. The treatment of Modern Philosophy is able and exhaustive.

Professor Weber has given a very clear exposition of Hegel's System of Thought; and the Philosophy of the 'Unconscious' which plays so conspicuous a part in Herbart's system also finds a place in the treatise.

The book contains an excellent bibliography and the translator has increased its usefulness by adding the titles of standard American, English, German, French and Italian works, by giving the names of the important philosophical journals and by giving a list of the best modern works on logic, psychology, ethics, religion, &c.

We would recommend the use of this work as a text for the M.A. Degree examination and portions of it for the B.A. Degree examination.

REVIEWS OF EDUCATIONAL PERIODICALS.

The March number of the *Educational Review* (London) is as usual very well got up and contains a good deal of reading. The first article is devoted to a sketch of the life of Mrs. Henry Sidgwick, Principal of Newnham, Cambridge, who it may be mentioned incidentally is a sister of the Right Hon'ble A.J. Balfour. "Our ancient Grammar Schools" is a review of Mr. Arthur Leach's book "English Schools at the Reformation 1546-8." It will surprise most people to find Edward VI removed from the proud position of founder of various schools and exhibited in his true colours as a "Spoiler of Schools." Such however Mr. Leach's researches prove him to have been. An open letter by the Rev. J. O. Bevan protests against the growing impression that the interests of teachers in private schools and those in public ones are opposed to each other or at any rate are not identical. He advocates the formation of a "Guild of Efficient Private Schools." The editorial on "Professional Examinations for Teachers" will be read with interest in India as it indicates that such examinations test for the most part the theoretical knowledge of teaching on the part of the candidates and pay but scant attention to the practical portion. "The Culture of the

Child" is an essay on that text and shows that the saying "the study of mankind is man" can be extended to him in his youthful days with corresponding advantage. Two other articles are of much literary interest namely "Europe in the Middle Ages" and "Virgil's Eclogues in English Verse." The number contains a large amount of matter likely to be of interest to educationists.

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The *Journal of Education* (London) for March opens as usual with a number of "Occasional Notes." The article "Music in Public Schools" is interesting but the suggestions made are not applicable to Indian schools, however much they might suit English ones. "Schoolmistresses in Germany" is a rejoinder by an English teacher in Germany to a previous article, in which the fate of the female teacher in that country was depicted in very gloomy colours. The present writer is of opinion that the schoolmistress, if efficient, is as well off in Germany as in England. The editorial "An Album of Schoolmasters" deals with the deliniations of pedagogues, which eminent novelists have presented to their readers, and attempts to show that these portraits are drawn from exceptional specimens of schoolmasters and do not represent the present variety. The "Art of Head Mastering" is reproduced by us in another place. "The Preparation of Girls for the Oxford B. A. Course" shows how woman can be trained for the coveted Oxford degree and will be read with interest in India where a girl who has passed the Matriculation is looked upon as a curiosity. A variety of other matter of a miscellaneous nature finds a place in the number under review.

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The American Primary Teacher (Boston) for March contains a good deal of matter likely to interest young folk.

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We are in receipt of the numbers up to 8th March of the *Journal of Education* (Boston and Chicago) and find them as usual replete with matter bearing on American education. The articles on "Commercial and Industrial Geography" are continued, the one on "Silk," which appears in the number of 1st March being especially good.

MATHEMATICS.

Questions for Solution.

231. (*V. Krishnamoorthy.*) A man stands at the North Pole and whirls a mass of 24 lbs. Troy on a smooth horizontal plane by a string, one yard long, at the rate of 100 turns per minute; he finds that the

difference of the forces which he has to exert, according as he whirls one way or the other, is roughly equal to the weight of 39 grains. Find the period of rotation of the earth.

232. (*T. Rajaram Row, B.A., B.L.*) ABCD is a quadrilateral inscribed in a circle whose centre is O; P is the point of intersection of the diagonals. Circles are described about triangles DPA and CPB, and a straight line EPF is drawn at right angles to OP and terminated by the perpendices of the perpendiculars. Prove that EF is bisected at P.

233. Three points D, E, F are taken in the sides BC, CA, AB of the triangle and R′ is the radius of the circle DEF. Prove that

$$(AE,CD,BF+AF,BD,CE)\ R'=DE,EF,FDR.$$

—[*Routh's Analytical Statics*].

234. (*C. N. Cama.*) Prove that if a chord PQ whose midpoint is O cuts the directrix in R, the polar of R with respect to the eccentric circle of O passes through the focus.

235. (*C. N. Cama.*) A telescope consists of a thin object glass of focal length F and a moveable eye-piece of focal length f; the eye is always placed at the image of the object glass formed by the rest of the telescope. Show that if M be the magnifying power when adjusted for a distance of distinct vision d_1, and M_2, d_2 be corresponding quantities then,

$$(M_1d_1-M_2d_2)\,F=(M_2{}^2d_2-M_1{}^2d_1)\,f=(M_2-M_2)M_2M_2d_2d_2.$$

236. (*R. Ramachendra Row, B.A.*) The solution of a system of simultaneous equations consists of separate sets; if all the sets are identical, the system may be called one-valued; if rejecting the sets that repeat themselves only two distinct sets be left, the system may be called two-valued; and so on.

(*a*) Given the equation $ax^2y^2+bx^2y+cxy^2+dxy+ex^2+fy^2+gx+hy+j=0$ form another changing the constants at will. Find the relations between the coefficients so that the pair may be one-valued for all such changes (the roots of a pair may be different from the roots of another pair).

(*b*) Given the above equation (the coefficients being subject to the relations discovered) write down the most general equation not involving any of the coefficients of the given equation such that the general equation will form a two-valued system when associated with the given equation.

(*c*) Any two of the above general equations, *i.e.*, equations of the above form with different coefficents—will form a four-valued system.

237. (*M. S. Mangaleswara Aiyar.*) Show how to construct a triangle, given (1) its three *escribed* circles, (2) the three medians, (3) the perpendiculars from the angular points on the opposite sides.

238. (*S. Padmanabba Aiyar, B. A.*) A bright point is placed at a distance r from the centre of a sphere of radius a. Show that the average illumination of the surface of the sphere varies $\dfrac{r-\sqrt{r^2-a^2}}{r-a}$.

239. (*J. Bhaskara Râmamurti.*) Describe a circle so as to bisect the circumferences of two given circles and cut a third such that the common chord may be equal to a given straight line.

240. (*G. Rama Aiyengar, B. A.*) P, Q, R,. are three points on a parabola and pqr is the tangent triangle formed by the tangent at these points and p its circum-radius; prove that

(1) triangle P Q R = (2) triangle pqr.

(2.) $SP.SQ.SR = Sp.Sq.Sr = p^2 \times$ constant.

Solutions of Questions.

157. (*J. Bhaskara Ramamurti.*) Given one angle and the sums of the sides containing each of the other angles, construct the triangle.

Solution by T. Sundara Row, B.A.

Let DAE be the given angle. Take AD = the given length $\underline{a+c}$ and AD = the given length $\underline{a+b}$. Join DE. On DE on the side remote from A describe the triangle DFE such that the angle DFE = the supplement of twice the angle DAE, and the difference of the sides DF, FE = the difference of the sides AD, AE, the greater side DF being opposite to the smaller side AE. Then the sums of the opposite sides of the quadrilateral ADFE are equal and a circle can be inscribed in it. Let the circle GHKL be so described touching AD in, AE in H, EF in K, and FD in L; and let O be its centre. Join T, E and find the point B in AG such that Q B, = Q E. From B draw BMC tangent to the circle meeting AE in C. ABC is the triangle required.

NOTICE TO CORRESPONDENTS.

Mathematical contributors are requested to communicate their address to the Mathematical *Editor,* College of Engineering, Madras.

NOTIFICATIONS.

BENGAL.

COURSE FOR THE MIDDLE SCHOLARSHIP EXAMINATION, 1898.

A.—Middle English Examination—

I.—Language.—The following text-books in languages have been selected for the examination of 1898:—

(a)—English Language (full marks, 150); one paper—

Selected reading from Juvenile Literature, Part I, by Babu Triguna Charan Sen, omitting (1) Capture of "Friday," (2) the Flies and the Ants, (3) William Tell, (4) After the Battle of Blenheim.

English Grammar—

To be confined to (a) parts of speech, (b) simple rules of syntax, (c) parsing; composition to consist of translations from vernacular to English and *vice versa*.

(b)—Bengali Language (full marks, 150), one paper—

Prose.—Sitar Banabash, by Iswar Chindra Vidyasagar (the whole book.) Poetry.—Kavita Path, Part III, by Mahendra Nath Chakrabarti (51 pages).	For the Presidency Circle and Burdwan Division.
Prose.—Prabandha Manjuri, by Rajjani Gupta (the whole book). Poetry.—Palasir Judha (school edition), by Nabin Chindra Sen (78 pages).	For the Eastern Circle and Rajshahi Division, and for such of the candidates in the Bihar Circle as may elect to be examined in Bengali.

In the Poetry paper will be included essay-writing and questions in composition.

Bengali Grammar—

To include such portions of Sanskrit Grammar (Sandhi, Taddhita, Krit, Samas, Karak Stritva) as are necessary for Bengali writing; composition.

In most of the following subjects no text-books are prescribed, but school-managers are restricted to the use of the books specified in the authorised list, dated 24th October 1895, and the Supplement thereto, dated the 27th November 1896. No book not included in those lists must be introduced into any school, aided or unaided, that prepares candidates for this examination.

II.—History and Geography (full marks, 150); two papers—

History (50).—History of India—Hindu, Muhammadan and British periods, particular attention being paid to the portions relating to Bengal.

Geography (100):—(*a*) Rudiments of general geography and special knowledge of Bengal and India; (*b*) physical geography including size and shape of the earth; day and night; causes of the seasons; air, its warming and cooling; cause of winds vapour, dew, mist, clouds and rain, hail and snow; springs brooks and rivers,—their origin and action; formation of deltas.

III.—Arithmetic (full marks, 150, thus—European 100+Native 50); one paper—Four simple rules; four compound rules, including the more important and common tables and the Indian methods of expressing money, weight and land-measure; reduction; calculation of prices, wages, &c., vulgar and decimal fractions; rule of three; practice; simple interest; discount; square measure, cross multiplication, and the unitary method; also a knowledge of Subhankar's rules for the calculation of wages, prices and land-measure; and rules for the oral addition, subtraction, multiplication and division of simple numbers as a means of abridging written calculations.

IV.—Geometry (full marks, 50); one paper.—Euclid, Book I, with easy deductions, including questions in Mensuration, such as can be answered from the First Book of Euclid.

V.—Science (full marks, 100); one paper.

(*a*) Elements of Physics—

(1) Properties of matter.

(2) Force.—Definition of force; molecular attraction; gravitation (centre of gravity; different states of equilibrium; the balance).

(3) General properties of solids, liquids, and gases—

(*a*) Properties of solids.

(*b*) Properties of liquids.—Equality of pressure; Pascal's law; vertical upward and downward pressure; condition of equilibrium of liquids; water-level. Buoyancy of liquids—Archimedes' principles; floatation in water; specific gravity.

(*c*) Properties of gases.—Pressure exerted by gases; atmospheric pressure; barometers (Torricelli's experiment); air-pump; water-pump (suction); siphon.

(4) Heat and its effects.—Nature of heat.

Physical effects.—Expansion of bodies generally; thermometer (ordinary mercurial),

Expansion of solids.

Expansion of liquids,—maximum density of water; convection of currents.

Expansion of gases.

Change of state—

Fusion,—its laws; latent heat; solidification.

Ebullition and evaporation,—influence of pressure; latent heat of vapour; cold due to evaporation.

Production of heat by chemical combination (such as combustion). Conduction; convection; radiation.

Hygiene—"Swasthyaraksha," by Radhica Prasanna Mukherjea.

B.—Middle Vernacular Examination—

The same as the Middle English, with the exception of English Reader and English Grammar.

C.—Middle Scholarship Examination for Girls—

Female candidates have the option of substituting the following for Geometry including Mensuration, or Natural Philosophy—

(*a*) Cutting and making of pirans, pyjamas, and chapkans.

(*b*) Knitting, darning, and embroidery.

N.B.—Additional credit up to a maximum of 10 per cent. of the marks gained will be given to those candidates who are able to write non-Indian place-names in the English character.

MADRAS.

With reference to the scheme for the reorganization of the Educational Services in India, embodied in the Government of India Resolution, Home Department, No. 4, Educational, 204-215, dated 23rd July 1896, His Excellency the Governor in Council notifies that the European Educational Service (including European-graded officers and officers of the Indian Educational Service) will be constituted as follows with effect from 1st January 1897:—

No.	Name of Officer.	Designation of Office.	Nature of appointment.	Remarks.
	Graded Educational Service.			
1	Mr. William Herbert Wilson, PH.D., F.I.C., F.C.S.	Professor of Chemistry, Presidency College.	Permanent ...	First class (1,250-50-1,500).
2	Mr. Edward Parr Metcalfe, M.A.	Principal, Rajahmundry College.	Do. ...	Second class (1,000-50-1,250. *On furlough.*
3	Mr. James Bourdillon Bilderbeck, M.A.	Professor of English, Presidency College.	Do. ...	Second class (1,000-50-1250).
4	Mr. Alfred Gibbs Bourne, D.Sc., F.R.S.	Professor of Biology, Presidency College.	Do. ...	Third class (750-50-1,000).
	Indian Educational Service.			
1	Mr. George Henry Stuart, M.A.	Principal and Professor of Mathematics, Presidency College.	Permanent ...	Pay Rs. 500-50-1,000, with personal allowance of Rs. 250-50-500. *On furlough.*
2	Mr. Edmund Marsden, B.A.	Inspector of Schools, Central Circle.	Do. ...	Pay Rs. 500-50-1,000, with personal allowance of Rs. 250-50-500.
3	Mr. Thomas Tweedle Logan, B.A.	Inspector of Schools, Western Circle.	Do. ...	Pay Rs. 500-50-1,000.
4	Mr. Joseph Henry Stone, M.A.	Principal, Kumbakonam College.	Do. ...	Pay Rs. 500-50-1,000, with personal allowance of Rs. 200-10-250.

No.	Name of officer.	Designation of office.	Nature of appointment.	Remarks.
5	Mr. Alfred Chatterton, B.Sc.	Professor of Engineering, College of Engineering.	Permanent ...	Pay Rs. 500-50-1,000. *On furlough.*
6	Mr. Edgar William Middlemast, M.A.	Professor of Mathematics, College of Engineering.	Do. ...	Pay Rs. 500-50-1,000.
7	Mr. Walter Keess, M.A., M.R.A.C.	Principal, College of Agriculture.	Do. ...	Pay Rs. 500-50-1,000, subject to the approval of the Government of India.
8	Mr. Richard Llewelyn Jones, M.A.	Professor of Physics, Presidency College.	Do. ...	Pay Rs. 500-50-1,000.
9	Mr. Arthur Alexander Hall, M.A	Principal, Teachers' College.	Do. ...	Pay Rs. 500-50-1,000, with house rent Rs. 80.
10	Mr. Henry John Allen, M.A.	Professor of History, Presidency College.	On probation.	Pay Rs. 500-50-700 (scale Rs. 500-50-1,000).
11	——	Superintendent, School of Arts.	Vacant ...	Pay Rs. 500-50-1,000.
12	Mrs. Isabel Brander.	Senior Inspectress of Girls' Schools.	Permanent ...	Pay Rs. 500-20-600. *On furlough.*
13	Miss Emma Carr.	Junior Inspectress of Girls' Schools.	Do. ...	Pay Rs. 450-10-500.
14	Mr. Herbert Spencer Duncan, M.A.	Vice-Principal, Teachers' College.	On probation.	Pay Rs. 400-20-500, with free quarters.
15	——	Vice-Principal, College of Agriculture.	Vacant ...	Pay Rs. 400-20-500.
16	Miss Amy Matilda Christiana Arnold.	Superintendent, Presidency Training School for Mistresses.	On probation.	Pay Rs. 300 with carriage and rent allowances (scale Rs. 350-10-450.)

Madras,

13th March 1897.

G. S. FORBES,

Secretary to Government.